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ABSTRACT

Project ASSERT (Activity to Support the Strengthening of Education through Retired Technicians) was designed to use the expertise, talent, and experiences of retired persons as volunteers to strengthen occupational, technical, and career education in postsecondary institutions. While providing technically skilled retired persons a chance to get involved in occupational education programs, the two-year program created an opportunity for interaction between young and old, strengthened career guidance, and provided more realistic instruction. Project objectives were to (1) identify use of retired persons as support personnel, (2) identify materials used in volunteer programs to develop guidelines for recruiting, training, and involving retired persons, and (3) develop vehicles for national dissemination of materials. The concept was tested and demonstrated at two colleges in Ohio--Sinclair Community College in Dayton and University College of the University of Cincinnati. All participants--students, volunteers, and supervisors--evaluated it as a positive experience. Project materials were developed into a resource handbook which is available separately (see note). (Extensive appendixes, amounting to over one-half the report, include a synthesis of organizations, and the evaluation program. (YLB)

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FINAL REPORT

Project ASSERT
(Activity to Support the Strengthening of Education through Retired Technicians)

Grant No. 90-A-1157

Catharine P. Warmbrod
Hannah R. Eisner

The National Center for Research
in Vocational Education
The Ohio State University
Columbus, Ohio

December 1979

CE 023 723

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ABSTRACT

Project ASSERT (Activity to Support the Strengthening of Education through Retired Technicians) was designed to use the expertise, talent, and experiences of retired persons as volunteers in colleges to strengthen the educational experiences of the students. This volunteer activity of the older persons increased their sense of well being by enabling them to continue to contribute in meaningful ways to an important aspect in the lives of others.

This concept was tested and demonstrated at two colleges in Ohio, Sinclair Community College in Dayton and University College of the University of Cincinnati. The evaluation of this demonstration revealed very positive experiences for all who participated. All volunteers and supervisors of volunteers said they would participate again. The responses from the students was also positive.

From this experience a resource handbook was developed titled Operating a Retirees Volunteer Program in Postsecondary Institutions. The handbook contains guidelines and resource materials for planning, implementing, operating, and evaluating such a program, as well as examples of experiences at the two college demonstration sites.

The results of the project have been disseminated widely through publication of the resource handbook, mailings, presentations at conferences, articles in publications, and submission of project books and reports to information clearinghouses.

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INTRODUCTION

Project ASSERT (Activity to Support the Strengthening of Education through Retired Technicians) was a program designed to mobilize retired technicians as support personnel to strengthen occupational, technical, and career education in postsecondary institutions.

Sponsored by the Administration on Aging, Office of Human Development, HEW, the two-year Project ASSERT contributed to the betterment of younger and older adults in many ways. It was designed to provide technically-skilled retired persons a chance to get involved and to discover a new role in occupational education programs in two-year technical institutions and colleges. It also created an opportunity for older and younger persons to interact on career related subjects. The focus on involving retirees from technical fields was to strengthen career guidance and provide more realistic instruction, so easing younger persons' transition from educational programs to work in technical careers.

Staff from the National Center and from two postsecondary institutions worked to accomplish the following project objectives:

- Identify the extent to which retired technicians, journeymen, and other persons possessing technical skills are being used as resources in occupational, technical, and career education and training programs.

- Identify materials currently being used in volunteer programs. Use these as resource materials to develop a set of preliminary guidelines on the recruitment, training and involvement of retired technicians and other skilled persons in roles to strengthen occupational education and training programs.

- Install retired technician volunteer programs in two community colleges, in collaboration with RSVP, Area Agencies on Aging, and other community organizations.

- Develop vehicles for national dissemination of methods for recruiting, training and using retired individuals possessing technical skills in volunteer roles in an intergenerational environment to strengthen occupational, technical, and career education and manpower training programs.

The purpose of this document is to present an overview of the activities and the progress made in the two years of Project ASSERT.

YEAR ONE: ACCOMPLISHMENTS AND INSIGHTS

From a broad perspective the major accomplishments of the first year of the project were (1) the establishment and activation of a consortium of agencies consisting of two postsecondary institutions, local RSVP's, and The National Center for Research in Vocational Education, (2) the development of a comprehensive model for program implementation in each of the two postsecondary institutions, and (3) the installation of the program at the selected sites and the initiation of activities on-site.

Each of these accomplishments involved a variety of tasks and activities. The first, the establishment and activation of the consortium, involved--

- o developing a cooperative climate for program implementation,
- o identifying potential demonstration sites,
- o informing sites of the opportunity to participate in the program,
- o forming a set of criteria to be used in selecting sites,
- o selecting candidates,
- o visiting sites most likely to serve as demonstrations and obtaining verbal consent to participate,
- o drafting an agreement suitable to all parties,
- o executing the agreement, and
- o beginning project work.

The consortium which was developed consisted of a contractual financial relationship between the National Center and two postsecondary colleges, a nonbinding "shared commitment" relationship between ACTION and two of its local Retired Senior Volunteer Programs, and a nonfinancial understanding for the provision of services between the two postsecondary colleges and the local Retired Senior Volunteer Programs.* To forge these relationships it was necessary to develop a

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*The consortium which was developed is pictured in Figure 1.

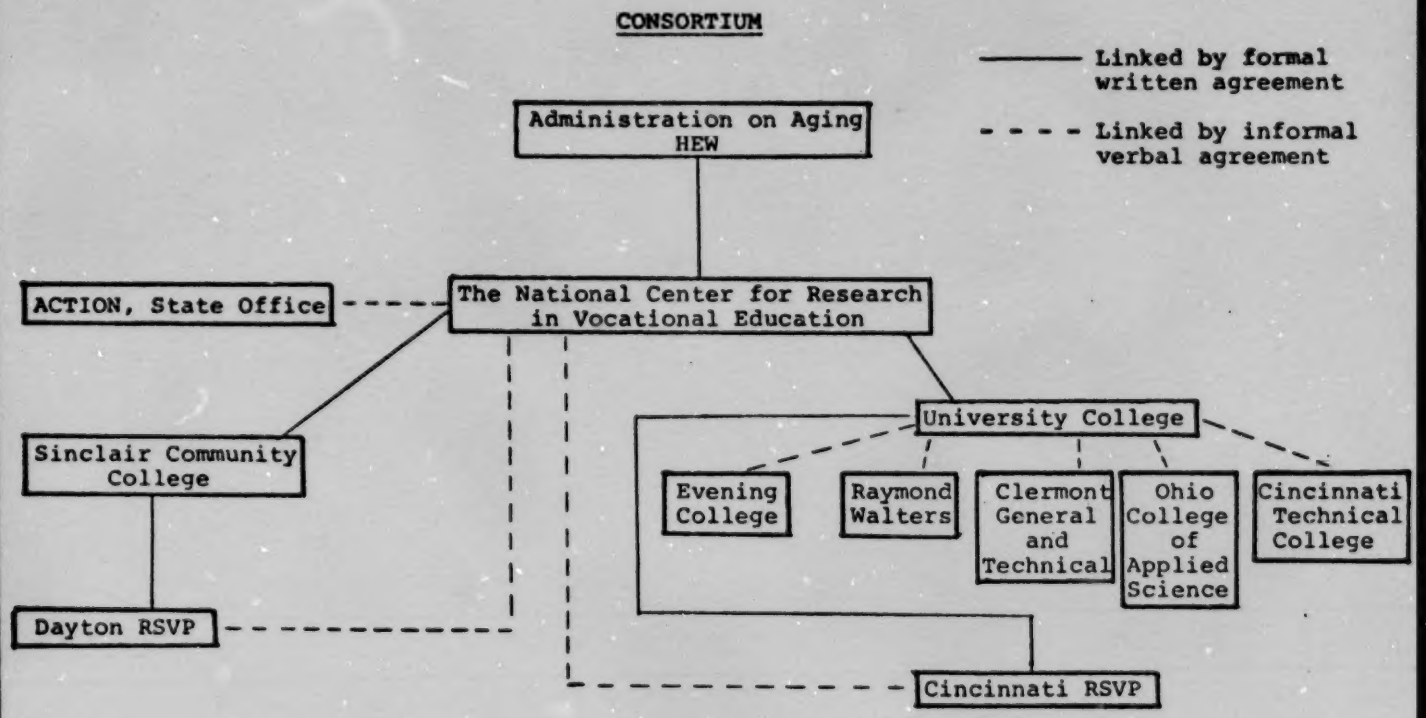

CONSORTIUM
Linked by formal written agreement
Linked by informal verbal agreement
Administration on Aging HEW
ACTION, State Office
The National Center for Research in Vocational Education
Sinclair Community College
University College
Evening College
Raymond Walters
Clermont General and Technical
Ohio College of Applied Science
Cincinnati Technical College
Dayton RSVP
Cincinnati RSVP

Figure 1

sense of mutual commitment and understanding between all parties involved. This preceded any formal agreements. Meetings were held with National Center staff and state-level representatives of ACTION and two-year colleges. This was done to gauge the level of interest for the project as well as to determine the feasibility of forming the consortium. The people from the state agencies took it upon themselves to assess the local program and institution's interest in participating in the project.

The information about local interest in the project provided by the state representatives served to guide the next phase of developing the consortium, identifying possible demonstration sites. Also developed at this time, was a set of criteria. It was agreed that the postsecondary institutions selected to participate should (1) be in urban areas with a variety of industries, (2) have vocational-technical education offerings, (3) have involvements with aging, and (4) have adequate staff and interest to accomplish the project's objectives. An additional and very important criteria used in selecting potential sites was the attitude of the local RSVP agency. Sites with RSVP's indicating an interest in the project and a willingness to cooperate with the college in implementing it were given highest consideration.

Two candidates for membership in the consortium were selected according to these criteria, Sinclair Community College in Dayton, Ohio, and University College of the University of Cincinnati, Cincinnati, Ohio. Cincinnati had an active RSVP which had expressed an interest in the project and a willingness to build a working relationship with the local colleges. University College proposed the organization of a sub-consortium of five schools in Cincinnati to test the concept. Three more of the two-year colleges in the University of Cincinnati cluster (Clermont General and Technical College, Ohio College of Applied Science, and the Raymond Walters Branch), and Cincinnati Technical College were approached to join University College in the demonstration. This, of course, represented a great wealth of technical programs and services to the community and so a fertile field for testing the concept. In addition, the University of Cincinnati was actively involved in providing a number of programs serving senior citizens in the metropolitan area.

Dayton also had a strong RSVP which had displayed an interest in the program. Sinclair Community College had in fact, already used the services of RSVP to locate a volunteer to work in their Day Care Center so that there was the beginnings of a working relationship in place. In addition to their past involvement with senior volunteers, Sinclair had

special programs for senior citizens ranging from free tuition to special use of the facilities for senior groups. The college offered over thirty technical programs, had a large enrollment, and served the whole Dayton area. Thus, it seemed to offer many possibilities for testing the concept.

National Center staff visited the two potential sites before any decision was made. These visits enabled the colleges to clarify issues on which they might have questions and also allowed the National Center staff to measure the college's interest and make an initial contact with RSVP. Both of the visits were extremely positive and so the machinery was put in motion to begin drafting an agreement.

Drafting and executing an agreement proved to be a longer process than was originally anticipated. The technicalities of subcontracting with other institutions proved to be more of a problem than agreeming upon a scope of work. However, problems were overcome and agreements were executed.

Throughout the process of establishing the consortium, the National Center played a catalytic role. National Center staff sought to build linkages between the consortium members independent of the National Center's involvement. This was particularly the case with RSVP. The National Center had no formal agreement with RSVP, only a shared commitment to the project objectives. However, very early the National Center brought RSVP into play with the participating colleges, encouraging the development of a working relationship. That relationship was established and formalized through memoranda of understanding between the two groups. The importance of this understanding was that the colleges were linked to an established, ongoing program which could help them to maintain their effort beyond the funding period.

The second major accomplishment listed for year one, the development of a program model, involved--

- o searching the literature for programs similar to ASSERT,
- o soliciting information from organizations involved in volunteer programs and the aging,
- o initiating a computer search of information networks using key program descriptors,
- o compiling the information retrieved and identifying program elements useful for ASSERT,

- developing a workable model for program implementation,
- designing a Resource Handbook, based on the model, for sites to use in operating program, and
- providing sites with material and familiarizing them with program model.

It is the responsibility of people demonstrating new concepts to stage a successful demonstration, document that success, and provide others with the ability to stage equally successful demonstrations of the concept. The development of the program model was a key activity for this reason. It not only insured that project staff "did their homework" so to speak, thus leading to a successful demonstration, but it also was a means of capturing what happened and passing it on to other interested people.

In order to develop a program model, it was necessary to become familiar with activities which were similar to those proposed by Project ASSERT. Thus, a literature and program search was initiated. This search did not lead to the discovery of any programs like ASSERT.

There are a multitude of volunteer programs and a great many are in education, but few are in postsecondary educational institutions and none cater specifically to retired technicians. A review and synthesis of the literature searched and an annotated bibliography of useful documents can be found in the Appendix. It is important to note that while no ASSERT-like programs were found, many other kinds of volunteer programs were identified. The literature on volunteerism is quite extensive and quite useful. There is much material on operating volunteer programs in a variety of settings.

In reviewing the literature on volunteerism, it became apparent that there were common elements running throughout all volunteer programs. Naturally, changing environments and differing target groups bring unique qualities to volunteer programs. However, beneath that there are some basic qualities, problems, and issues that all programs share. Recruiting volunteers is a problem for all programs, so is training, developing good volunteer staff relations, retention, etc. Because of this, the literature search proved to be very valuable. It was possible to construct a model for the program, using those common elements and the insights gained about those elements through the experience of other programs.

PHASES	STAGES		PERSONS INVOLVED	ACTIVITIES
PLANNING	Stage I:	DEVELOP AWARENESS	Administration Faculty/Staff Students Community (elderly) Unions/Industry Voluntary Orgs./RSVP	1) Seek support of: president, faculty union/ board, staff union, student organization, labor unions 2) Develop advisory council 3) Promote program
	Stage II:	DETERMINE/ASSESS NEEDS	Administration Faculty/Staff Students Volunteer Volunteer Org.	1) Develop project goals and objectives 2) Identify resources: human, material, financial, organizational
PREPARING	Stage III:	DESIGN PROGRAM	Administration Staff Students Volunteer Org.	1) Hire volunteer coordinator 2) Establish program policies and procedures 3) Write volunteer job descriptions 4) Develop orientation and training materials and procedures
IMPLEMENTING	Stage IV:	OPERATE AND MONITOR PROGRAM	Administration Faculty/Staff Students Volunteers Volunteer Org.	1) Recruit volunteers 2) Screen and select volunteers 3) Orient and train faculty, staff, students and volunteers 4) Place volunteers 5) Monitor program progress and make adjustments when and where necessary 6) Reward volunteers for a good job
REVIEWING & RENEWING	Stage V:	EVALUATE PROGRAM	Administration Faculty/Staff Students Volunteers Volunteer Org.	1) Review needs assessment data 2) Compare actual program activities to goals and objectives
	Stage VI:	PLAN FOR MAINTENANCE OR EXPANSION OF FIRST YEAR EFFORT	Administration Volunteer Org.	

Figure 2
Preliminary Program Model

The preliminary program model developed for ASSERT is displayed in Figure 2. Basically it covered four very broad areas of program planning, preparing, implementing, and reviewing and renewing. For each of these areas, action stages were identified and for each of these stages a list of activities was outlined. As stated before, these activities reflected those that had been identified as common to all volunteer programs. The program model was used to guide project activities at the demonstration sites. Through use at the sites, it was tested and modified to more accurately reflect the postsecondary setting and techniques for involving retired technicians.

The third accomplishment of the first year was the installation of the program at the demonstration sites and the initiation of sites activities. This involved--

- executing the agreement,
- hiring a volunteer coordinator on-site,
- orienting the volunteer coordinator, and
- initiating project activities.

Once the agreement was signed and cleared by all parties, steps were taken to install the program at the sites. Although some action had already been taking place informally through the contacts at the sites, it was now possible to begin doing things with a more formal, structured approach.

The first task each site undertook was hiring a person who could devote a substantial amount of time to organizing and operating the project. The two sites took distinctly different approaches in doing this. Sinclair Community College assigned the job to a person already on the staff of the college by giving her released time to do it. University College brought someone in from the community who had experience in programs for retirees. Ideally, the coordinator should have a thorough knowledge of the college as well as of retirees and the network serving them. It was interesting that each site chose their coordinator for one of the strengths, but not both. This of course gave the National Center an opportunity to observe which is the better situation.

Once the coordinators were hired, work began at the sites to develop linkages in the community for recruiting volunteers. Work also began on making staff aware of the program and then developing volunteer positions.

The sites did not begin operating the program until toward the close of the first year. Thus, much of the actual demonstration did not occur until the second year.

YEAR TWO

The major activities for year two were to (1) operate the program at the demonstration sites; (2) revise the Resource Handbook; (3) evaluate the program from the multiple perspectives of the volunteers, staff, and students involved; and (4) disseminate the materials.

Program Operation

In operating the program, the sites' primary concerns were:

- clarifying operating procedures of the program,
- creating internal awareness of the program,
- working with staff to develop volunteer job descriptions,
- publicizing the program in the community,
- establishing working relationships with organizations in the community,
- recruiting and placing volunteers,
- following-up volunteer placements and monitoring their progress, and
- planning for continuing the program.

The two demonstration colleges had limited success in operating volunteer programs. The total number of volunteers recruited and placed was small. However, the placements which were made were entirely successful. Neither college encountered strong opposition to the concept. Time was the greatest factor contributing to the smallness of the demonstration.

Volunteer programs are subject to seasonal variations in the number of volunteers they can recruit. Generally, spring and fall hold the most promise. Colleges add to this variation one of their own, semester or quarter changes. They operate in cycles and the best time to begin new programs or people is at the beginning of each cycle. Thus, the best time for volunteer placement is at the beginning of the fall and spring quarters. Recruitment should ideally take place in between these times. However, winter and summer are not the best times to recruit volunteers. Winter's inclement weather makes it difficult to draw people out of their homes, particularly elderly people. Summer seems to be everybody's time

off. Thus, the colleges found recruitment and placement had to be done in rather compact periods of time. If they were not ready at the right time they missed the cycle. Efforts made out of cycle were not useless, they were just not as productive.

Recruitment was conducted throughout the project period. A variety of approaches was used. Figure 3 displays the different techniques used. It is interesting to note that the effectiveness of one technique over another seemed to depend on the stature of the college in the community or other related factors. Sinclair Community College was well known in Dayton and so was able to use the mass media with good results. University College is less visible in the community and did not find mass media very effective. They found techniques which put the coordinator into direct contact with a potential volunteer to be most effective.

Figure 3
PROMOTIONAL TECHNIQUES

Released news stories in city and suburban newspapers.
Hosted social events at the college. Invited retirees, members of the university community, and representatives of labor organizations, industry, and social agencies.
Joined into agreements with other volunteer agencies and shared recruitment resources.
Contacts made with social organizations such as churches and professional societies to identify retired members who might be interested.
Visits were made to senior centers and senior housing units to leave promotional materials and identify interested persons.
Neighborhoods were canvassed and flyers were distributed in local businesses.

It was the sites' original intent to rely heavily on the resources of outside agencies for recruiting volunteers. The local RSVP was identified as a key organization and attempts were made early to build linkages with it and develop a working arrangement. Neither site had much success with this endeavor. RSVP was constrained by a limited budget which did not allow

it to undertake new activities. The philosophy of RSVP differed from the ASSERT objectives in its emphasis on unskilled volunteers. In order to assist in the demonstration, the local RSVP's would have had to pursue new directions in their recruitment. Staff and budget limitations did not allow this. Attempts at cooperation with other agencies had much the same results. While some would include pleas for ASSERT volunteers in their media coverage, few actively recruited for the program.

Putting problems of size aside, the two demonstration sites did show that retired persons can be brought into two-year colleges as volunteers. Figure 4 indicates the variety of volunteer jobs that were developed and filled. The colleges provided an unusual setting for a volunteer program in the vast array of possible positions a volunteer could hold. Few limits were placed on the kind of positions which were created. Naturally those jobs for which someone would normally be paid were eliminated, but no other restraint was exercised.

The richness of volunteer jobs brought a more individual approach to recruitment and placement than was originally anticipated. Each of the volunteer coordinators at the two sites remarked on the highly individualistic nature of their job. Many volunteer programs in institutions such as hospitals or schools, identify a set of positions for which all volunteers are recruited. They are nurse's aides or tutors for example. Generally, the same individuals in the institution are responsible for all the volunteers. With this situation, volunteers can be recruited, placed, oriented and trained more or less en masse. ASSERT however presented the situation of having a separate position for each volunteer. And with each position was a separate staff member supervisor with whom the coordinator must work. Thus, the volunteer coordinator had to treat each volunteer placement as a separate case.

The placement process was rather slow and frustrating at times. The coordinators spent a great deal of time arranging meetings between faculty members and prospective volunteers. However, once placements were made they were solid. There were only two cases where volunteers dropped out of the program. A University College volunteer left the program because she found a paying job and no longer had the time to volunteer. The job was temporary, however, and she planned to rejoin ASSERT when it was over. The other drop-out was less clear cut. The supervisor lost contact with the volunteer and it seemed that the volunteer may have assumed a bigger job than he could complete. Rather than approach the supervisor, he quit.

Figure 4

PROJECT ASSERT VOLUNTEERS

VOLUNTEER	BACKGROUND	POSITION	LOCATION
Frank Russell	Mail Carrier	Assists Swimming Instructor	U.C.
Mel Sussman	Mechanical Engineer	Surveys Non-returning Students	U.C.
Lillian Sternberg	Gift Ship Owner	Assists Field Placement of Social Work Students	U.C.
Lucille McMullen	Dietician	Consults on Development of Technology Curriculum	C.T.C.
Louis Ehrenfeld	Varied Management	Critiques Technical Writing	U.C.
Robert Eagen	Public Relations	Critiques Technical Writing	U.C.
Joe Mendohlson	Business Mgt.	Recruits Volunteers	U.C.
Edward Raich	Accountant	Does Posting in Financial Mgt. Dept.	C.T.C.
Philip Driscoll	Dean of Admissions, Brandeis University	Follows up Suspended Student	U.C.
Ed Merkel	Lawyer	Acts as Resource Person for Secretarial Program	U.C.
Sam Levy	Advertising	Assists Recruitment Specialist	U.C.
Lloyd Johnson	Music Instructor	Supervises Piano Lab	S.C.C.
Grandma Green	Food Service Worker	Works in Day Care Center	S.C.C.
Sevillia Jencks	Nurse	Works in Day Care Center	S.C.C.
Lawrence Fogle	Advertising	Assists Public Relations Department	S.C.C.
J. H. Halderman	Human Relations	Assists Financial Mgt. Dept.	S.C.C.
Jack Grimm	Management	Assists in Developing and Solidifying Programs for Elderly	S.C.C.
20 RSVP Volunteers		Assisted Evaluation	U.C.

* * * * * * *

U.C. - University of Cincinnati
S.C.C. - Sinclair Community College
C.T.C. - Cincinnati Technical College

Both demonstration sites want to continue the volunteer program. At each site the present corps of volunteers is being organized to take over parts of operating the program. Funding presents the biggest obstacle for continuation.

Resource Handbook

The revision of the Resource Handbook occurred in the spring of the second year. The revising process involved--

- o obtaining feedback from site personnel who had used the material,
- o incorporating suggested changes into second draft of material,
- o submitting new draft of material to advisory committee for review,
- o initiating official review process for all National Center products,
- o revising materials, and
- o producing final version of Resource Handbook.

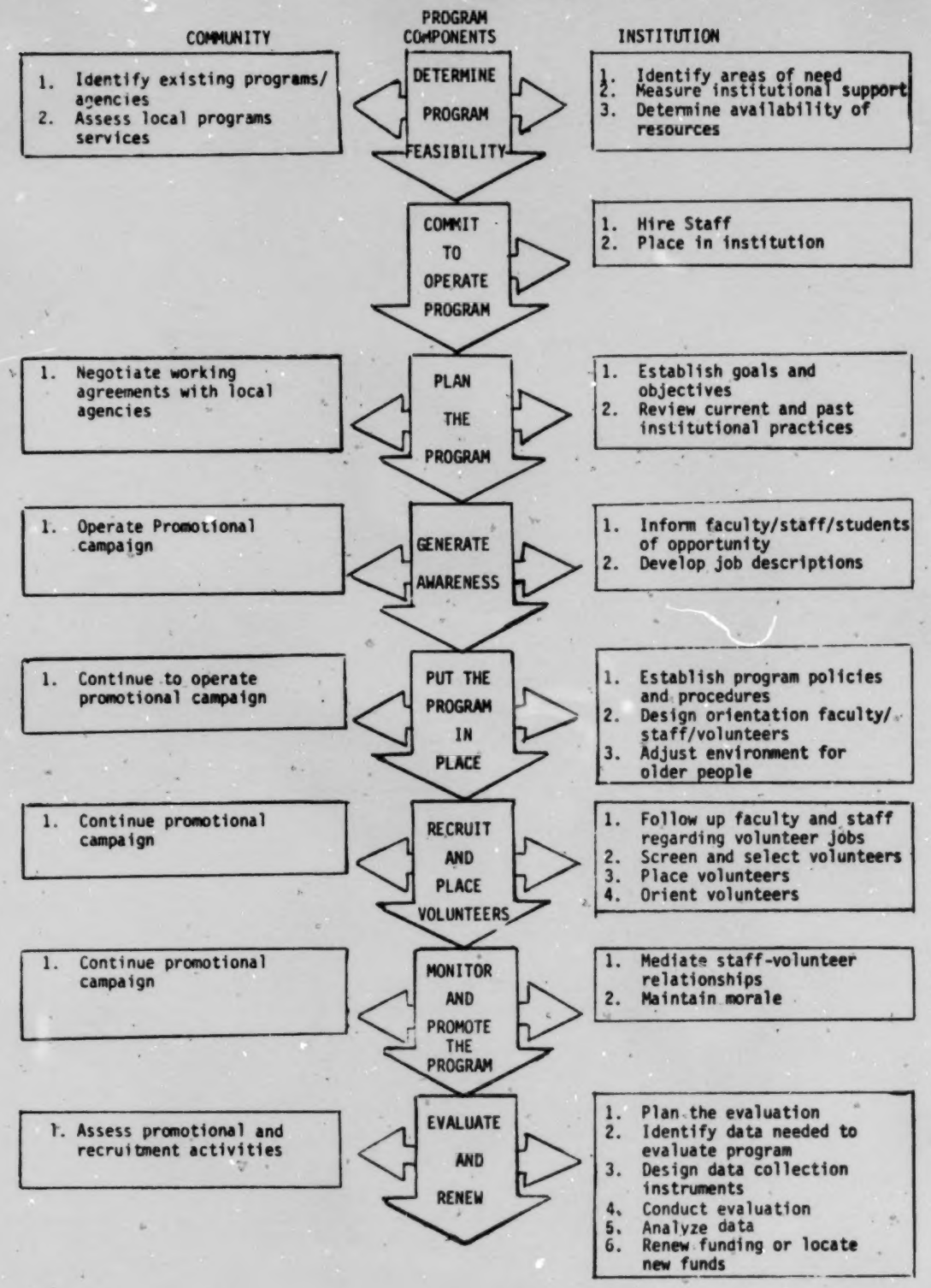
The first action taken to revise the Handbook was to call a meeting of the two site coordinators to review the materials. The results of this meeting were incorporated into a second draft of the materials which was then subjected to further review. The site coordinators' critique of the original materials lead primarily to a reorganization of the Handbook and a better infusion of the sense of the process of operating a volunteer program. One particular point they quarreled with was that the materials did not treat the issue of building community linkages sufficiently.

The new organizational schema which grew out of the coordinators' feedback is pictured in Figure 5. The activities discussed remained relatively unchanged from the initial attempt at developing a program model. They have been rearranged and as is easily noted, more emphasis has been placed on community awareness activities.

Figure 6 displays the timetable which grew out of the coordinators' comments related to process. Their concerns with process were strongly related to the cycles of the academic calendar. They do not operate in a linear fashion. This timetable was an attempt to put activities in the context of a school year.

Figure 5

PROGRAM PROGRESSION FLOW CHART


COMMUNITY
PROGRAM COMPONENTS
INSTITUTION
1. Identify existing programs/ agencies
2. Assess local programs services
DETERMINE PROGRAM FEASIBILITY
1. Identify areas of need
2. Measure institutional support
3. Determine availability of resources
COMMIT TO OPERATE PROGRAM
1. Hire Staff
2. Place in institution
1. Negotiate working agreements with local agencies
PLAN THE PROGRAM
1. Establish goals and objectives
2. Review current and past institutional practices
1. Operate Promotional campaign
GENERATE AWARENESS
1. Inform faculty/staff/students of opportunity
2. Develop job descriptions
1. Continue to operate promotional campaign
PUT THE PROGRAM IN PLACE
1. Establish program policies and procedures
2. Design orientation faculty/ staff/volunteers
3. Adjust environment for older people
1. Continue promotional campaign
RECRUIT AND PLACE VOLUNTEERS
1. Follow up faculty and staff regarding volunteer jobs
2. Screen and select volunteers
3. Place volunteers
4. Orient volunteers
1. Continue promotional campaign
MONITOR AND PROMOTE THE PROGRAM
1. Mediate staff-volunteer relationships
2. Maintain morale
1. Assess promotional and recruitment activities
EVALUATE AND RENEW
1. Plan the evaluation
2. Identify data needed to evaluate program
3. Design data collection instruments
4. Conduct evaluation
5. Analyze data
6. Renew funding or locate new funds

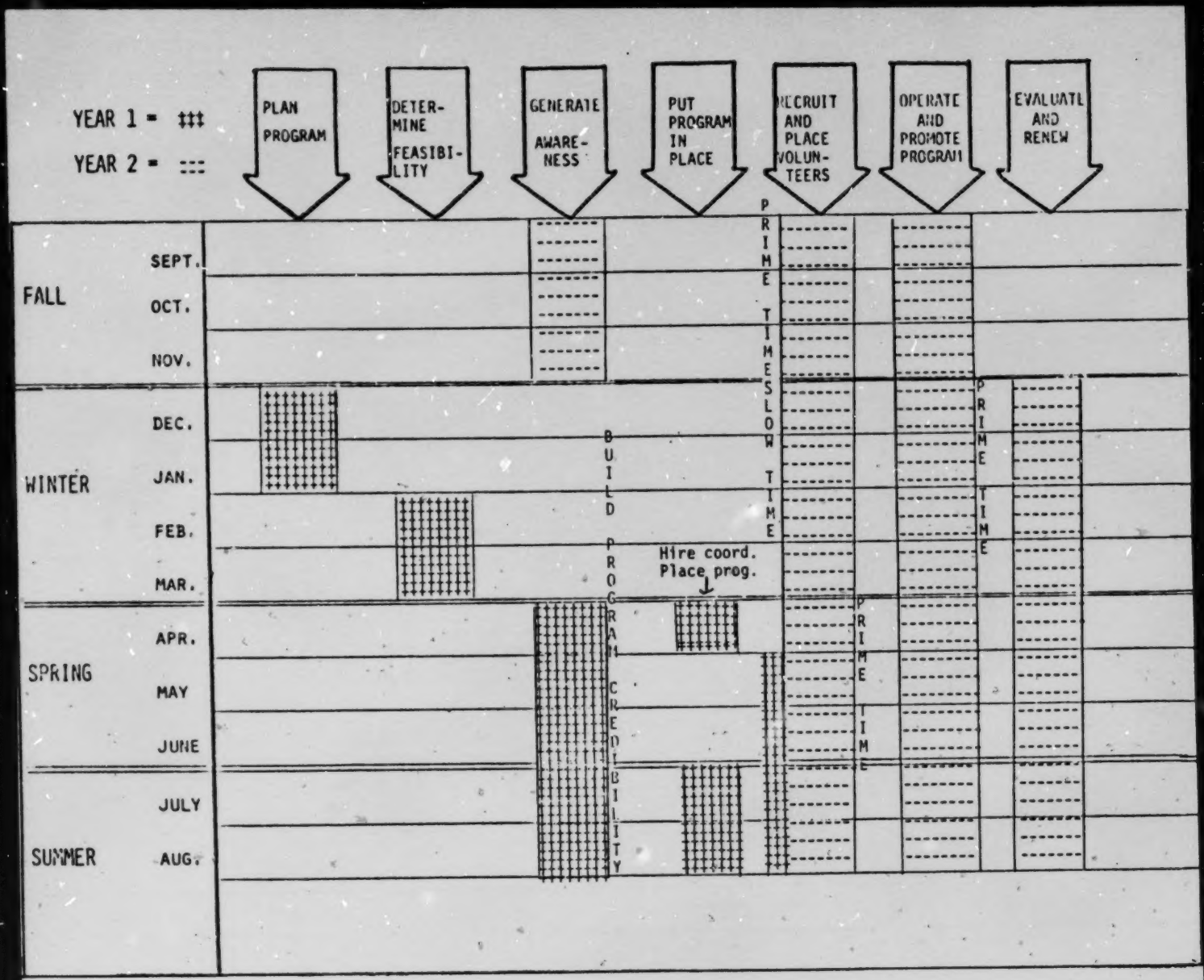
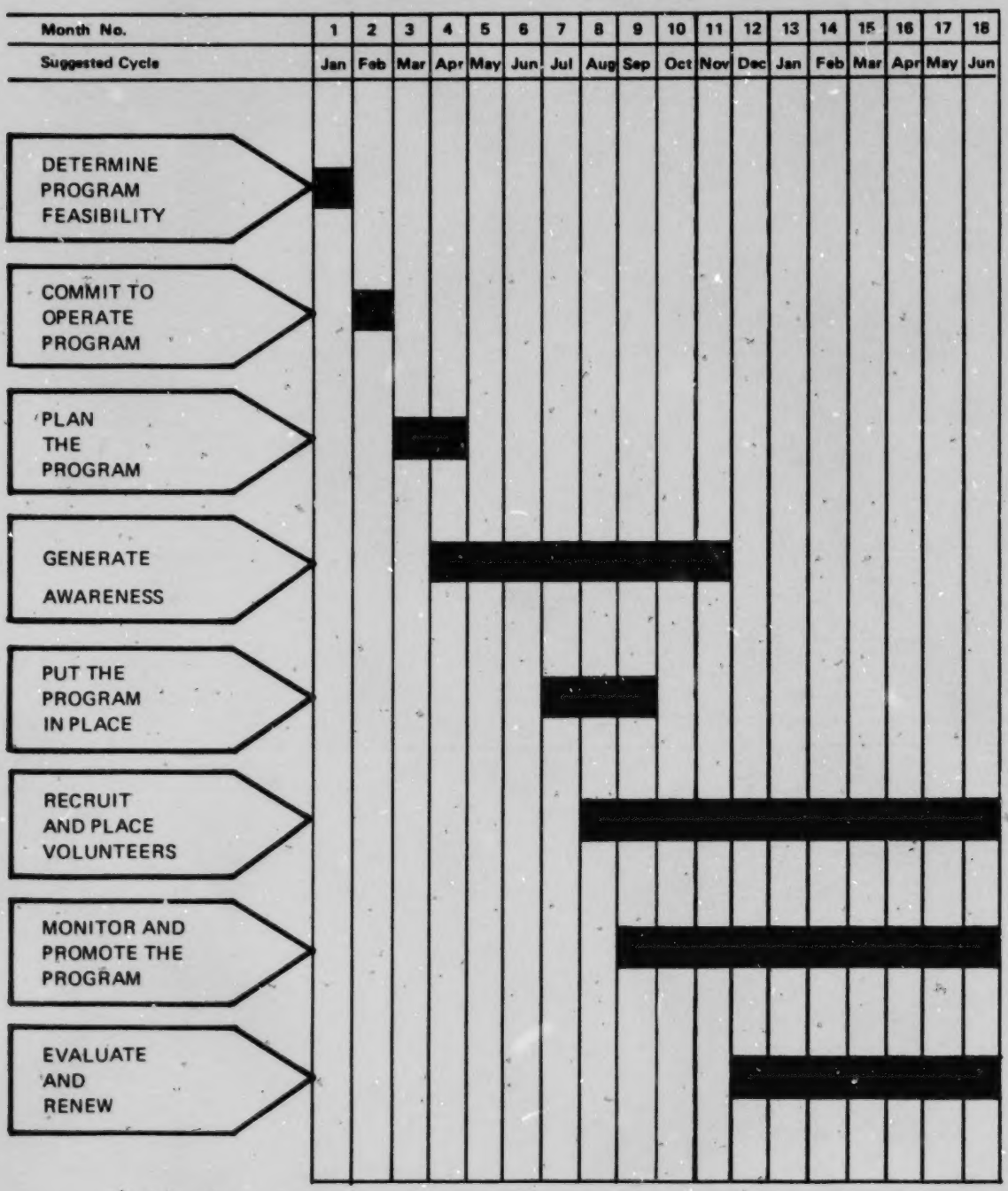


Figure 6

SCHOOL YEAR TIMETABLE

Figure 7

TIMETABLE: FIRST EIGHTEEN MONTHS OF PROGRAM PLANNING AND OPERATION


Month No.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
Suggested Cycle
Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun
DETERMINE PROGRAM FEASIBILITY
COMMIT TO OPERATE PROGRAM
PLAN THE PROGRAM
GENERATE AWARENESS
PUT THE PROGRAM IN PLACE
RECRUIT AND PLACE VOLUNTEERS
MONITOR AND PROMOTE THE PROGRAM
EVALUATE AND RENEW

The final effort to more graphically display the time element is found in Figure 7. This approach was recommended by our outside reviewers.

Based on the new organizational schema, a second draft of the Resource Handbook was produced. In order to guarantee its accuracy and usefulness, it was subjected to two reviews, one by the advisory committee and another by individuals not associated with the project. The latter review was a formal process used by the National Center to insure high quality products. The process, entitled PRE (Product Review Exchange) used standardized forms which asked the reviewers to rate the product on several dimensions: scholarship, communicability, usefulness, marketability, and equity for example.

The results of these reviews were incorporated in the third draft of the Handbook to produce the final version.

Evaluation Findings

To evaluate the Project ASSERT demonstration, several activities were undertaken:

- Goals were established
- Method for conducting evaluation was developed
- Instruments were designed
- Instruments were administered and data gathered
- Data was summarized and analyzed

A consultant was procured to assist in developing the evaluation system and analyzing the data. Project staff administered all of the evaluation instruments.

The goals of the evaluation were to measure volunteer, staff, and student expectations in being involved in the program and the extent to which these expectations were being met. Such analyses were intended to produce an indication of the positive or negative impact the ASSERT program had on the educational institution and the individual volunteers. Four measurement devices were designed for this purpose: a volunteer questionnaire composed of standard instruments to determine the reasons for joining the program and satisfaction with the program; a volunteer interview to gather information not captured on the structured questionnaire and to elicit information about changing the program; a self-administered faculty

supervisor questionnaire to assess the volunteer's performance and to get feedback on the strengths, weaknesses, and possible changes in the program; and a student questionnaire to evaluate the performance of the volunteer and the extent to which the volunteer helped the student. Copies of all of these instruments can be found in Appendix E.

The evaluation was carried out over a five-month period. A total of fifteen volunteers, nine faculty supervisors, and thirty-two students participated in the evaluation. Where possible each volunteer was administered the evaluation instruments twice, once at the beginning of their experience and again at the end. In using this approach it was felt that a richer sense of the process of the volunteer program could be obtained. The student and faculty evaluations were not handled in this manner. Because they seemed to be less accessible, they were only polled once at the end of the experience.

Each volunteer was interviewed personally by an ASSERT staff member. The arrangements for the interviews were handled by the site coordinator. Contrary to what was expected, the volunteers were very willing and even seemed anxious to participate in the evaluation. There was some fear that the group might be questionnaire weary and unwilling to go through yet another evaluation. This was not the case. Due to the size of the program, the coordinators developed a close personal relationship with the volunteers. It was perhaps this relationship that made the volunteers more willing to participate. Another theory is that the evaluation was viewed as similar to "shop talk," an element missing from the life of a retiree.

Staff and students were not interviewed personally. They were given an evaluation form which they were asked to complete. As mentioned previously, it was felt that scheduling personal interviews would be exceedingly difficult so an alternate approach was used. It is interesting to note that by far the most conclusive data came from the volunteer interviews. The staff and student data, while revealing, were not as conclusive. It may be the case that in a program such as ASSERT where much of the experience is related to human relations, it is better to get as close to the participants as possible.

The results of the evaluation were generally positive. Where problems were indicated, they were primarily procedural concerns and not differences with the concept. There seemed to be a strong match between the expectations of those involved and the results of their participation. The specific responses of the volunteers, faculty, and students are reviewed in the paragraphs which follow.

The information obtained from the volunteer interviews and questionnaires can be grouped into three clusters. One pertains to the reasons why the person volunteered and the degree to which the program met their expectations. Another group probed the volunteers' satisfaction with the overall program and specific parts of it. The third cluster of information related to procedural concerns. Figure 8 displays the questions contained in each cluster.

Responses in the first cluster of questions indicated that the volunteers were very task oriented in their motivations. Comparisons between the first and second administering of the instruments showed that while their basic motives were met, they also had some unexpected benefits. The most frequent reasons given for volunteering were to be productive, to help people, to repay others for what I got in life, contact with people, and to have fun. When presented with the same response options as a consequence of volunteering, the volunteers gave the same answers. They all felt they had been productive, had renewed their skills, and increased contact with people. Some others emerged, however, that were less task oriented and more socially relevant. To be with younger people, to meet new people, to feel respected, and to have fun all got stronger marks the second time around.

Volunteers, thus, seemed to gain their intended benefits of participating in the program. They personally gained. Because of their task orientation and desire to help others, it seemed worthwhile to examine the impact the volunteers felt they had on the institution. They were asked what the benefits of having them provided to their supervisors and the the students. For faculty, they felt they provided real-world experience and extra "hands" when needed. They felt they enhanced the students' image of older people as well as providing them real world experience and individual attention. The volunteers seemed to have been intrinsically satisfied with the program. The cluster of questions designed to get feedback on satisfaction with the program corroborate this belief.

The remarks volunteers made with regard to their satisfaction with the program were consistent with their motive for joining and the benefits. Overall, they were unanimously satisfied. They were most satisfied with the chance to use their abilities, the involvement with students, the feeling of accomplishment, and the new friends they made. Two factors which were consistently rated as unimportant were the chance to be somebody in the community and the chance to tell people what to do. This data again shows the volunteers as a very task oriented group. The same change occurs between the two

Figure 8

INFORMATION CLUSTER IN VOLUNTEER INTERVIEWS

Cluster I: Why they volunteered and the degree to which the program met these expectations

Questions:
1. Reason for volunteering--stated and rated.
2. Benefits or consequences of volunteering in ASSERT--stated and rated.
3. Perception of benefits to institution of their volunteering.
4. Future participation.

Cluster II: Satisfaction with program, overall and specific parts

Questions:
1. Overall satisfaction with program.
2. Parts of program most and least satisfied with--stated and rated.
3. Drawbacks to participating.
4. Recommendations for improvement.
5. Recommend program to a friend.

Cluster III: Procedural concerns

Questions:
1. Personal experience and concerns with recruitment, placement, position, and recognition.

sessions here as well. While basically the same factors remain dominant, other more socially relevant factors emerge. Praise for doing the job was associated much more strongly with satisfaction than it had been initially.

Apart from the forced-response questionnaire they were given, it was difficult to elicit comments from volunteers on their satisfaction with the program. Even the forced-response data shows this, in that no negative responses were given. The volunteers seemed hesitant to pass judgment on the program. One volunteer summed up the attitude well, "When you volunteer, you choose the terms, that is, the job and hours. Once you have done that, you can't complain." Another person put the matter to rest by simply stating, "We wouldn't be here if we weren't satisfied!" If that was indeed the case, then the volunteers were most certainly satisfied because the program had virtually no drop-outs.

Any dissatisfaction the volunteers expressed related primarily to procedural concerns. The two most frequently cited concerns were not having enough to do or not working well with their supervisors. The two waves of data, however, showed a reduction in the complaints. It seemed clear that recruiting and placing volunteers was an evolutionary process. Adjustments had to be made which in time made the experience more positive for all involved.

Most of the volunteers found there were no drawbacks to volunteering in the college. The program policy of reimbursing people for the cost of meals, transportation, and parking possibly eliminated most problems. There were some drawbacks identified. Two related it was physically difficult to get to the site because of the lack of parking spaces or travel in the winter. One comment related to environment and the need to be conscious of the special needs some volunteers may have relative to it. One volunteer had a hearing problem and found it difficult to hear in a classroom setting. He wanted to help; however, he needed to work with students in a small group setting in order to hear well enough to participate.

When asked to speak to specific procedural concerns, volunteers were again rather reticent. For the most part their comments were very positive. Perhaps the comment cited earlier regarding satisfaction and sustained interest can be applied here. If recruitment had not been adequate, few volunteers would have joined, and if placement had taken excessive amounts of time, few volunteers would have been in positions. Problems were noted, however none were serious enough to cause volunteers to leave the program.

One of the major procedural problems seemed to lie in synchronizing the recruitment and job development process. Oftentimes, volunteers were recruited who did not fit the jobs currently available, so some improvising was necessary. This sometimes took a longer time desirable. However, the volunteers were patient and seemed tolerant of the ambiguities which arose. Their patience was in large attributable to the work of the ASSERT coordinators who worked closely with every volunteer.

Another problem arose in defining the relationship between the volunteer and his/her supervisor. Staff were sometimes unclear on the most effective way to use the volunteers. Both the volunteers and staff were affected by this. For example, a retired lawyer volunteered to go into a legal secretarial class to discuss the role of a legal secretary in a large corporation. He felt slightly rebuffed because he wasn't given sufficient time to get through his entire presentation. The staff member recognized this problem and felt it could be handled better in the future.

It is interesting to note that in spite of some procedural ambiguities and difficulties, all of the volunteers and staff wanted to continue their participation in the program. The staff had some disclaimers regarding need and the appropriate volunteer, but in general they were favorable to continued involvement.

The faculty members who worked with the volunteers were polled with regard to their goals of having a volunteer and the extent to which they achieved that goal. They were also asked to remark on the benefits of the program, difficulties they encountered, and the overall operation of the program. And finally, they were given a set of rating scales and asked to indicate the impact of having a volunteer on the quality of their educational program, the individual attention given to students, and the difficulty of their job. They were also asked to rate their satisfaction with the program and their individual volunteer and indicate whether they would participate in the program another time.

In almost all instances, staff accomplished their intended goals with volunteers. They also got unexpected results. One staff member's goal in using volunteers was to have them take over some activities, thereby allowing him the chance to work on more crucial things. In this case the intended purpose of having volunteers was to provide the legwork in conducting a university-wide survey. The staff member found that in addition to accomplishing the intended goal, the volunteers provided a pleasant intergenerational interaction with the students which had not been expected.

A review of the goals shows that at the two colleges staff members were interested primarily in three things: volunteers taking over some activities thereby letting them handle more crucial matters, volunteers teaching students more about the "real world," and volunteers performing tasks/services that otherwise would not have been provided. The volunteers' jobs and their corresponding goals are described in Figure 9.

It is interesting to compare staff goals with volunteer motives to determine the degree of agreement between the two. An assumption might be made that the closer the agreement, the more satisfied the two parties will be. A check of their corresponding motives, disputes this assumption. The Sinclair Community College staff members were most interested in having volunteers provide a service which would not otherwise have been provided. This seemed to relate more to volunteers being at a given place at a given time, not to their skills. The volunteers, however, wanted to use their skills. In spite of this difference, the experience was positive for all involved. One explanation may be that staff expected less than the volunteers were willing to give, so were pleasantly surprised at what they got.

The benefits of having a volunteer coincided with staff goals: having someone with real world experience, someone to perform tasks they didn't have time to do, someone to provide a service which would not otherwise have been available, and someone to provide interaction between age and youth.

Program difficulties cited by the staff were parallel with those noted by the volunteers. Supervisors were not clear on how best to work with the volunteers and felt they could have made better use of them. This seemed to be a theme which ran through the comments from the volunteers as well. This signals the need for more staff orientation to working with the volunteers. However, as with the volunteers, problems did not dampen staff enthusiasm for the program. Once they had the valuable assistance of a volunteer, they did not want to lose it. Almost all staff stated definitely yes, they wanted to work with a volunteer again.

Staff ratings of the volunteers themselves, the benefits to the institution, and the quality of the program were for the most part positive. Regarding the individual attention to students, those who actually had volunteers working with students felt it greatly increased the attention given to them. The same was true of the quality of educational programs. Where faculty had volunteers who could make an impact on this, they unanimously agreed that it greatly benefitted them. There was not quite the same agreement on the difficulty of the supervisor's

Figure 9

Faculty Goals and Volunteer Jobs

FACULTY GOAL	VOLUNTEER JOB
. . . take over some activities, thereby allowing someone the chance to work on more crucial things.	Assisting Dean of Admissions by contacting suspended students regarding reenrollment.
	Supervising social service technology students in field internship.
	Aiding swimming classes.
	Conducting follow-up survey of non-returning students.
. . . students learn specific skills from volunteers.	Assisting swimming instructor help students feel comfortable in water.
	Providing office style dictation to legal secretarial class.
	Helping social service students develop resumes.
	Conveying information about reentry to suspended students.
. . . students learn more about the real world.	Talking to suspended students about life goals.
	Helping students understand criteria for employment in business.
	Giving students an idea of how legal secretaries operate in a corporation.
	Creating a better understanding of problems of older people.
. . . students learn about	Responding to student job letters and resumes from standpoint of someone who had read many.
. . . perform tasks/services that would not otherwise have been provided.	Providing opportunity for young children to interact with older person on regular basis.
	Supervising piano lab.
	Conducting survey for which supervisor did not have time.
	Providing business-like situations in class.
	Giving students individual attention.
	Establishing one-to-one relationships with students in the field.
. . . Other goals	
Giving college more presence in the field. Cutting costs.	

job. Some felt it made the job more difficult because working with the volunteer presented an additional task. This kind of complaint may dissipate as the volunteers become more solidly a part of the supervisor's activities.

Almost all staff members were very satisfied with their volunteers. Some were neutral, but none were negative. Most were satisfied with the whole program as well. Where negative comments were offered, they related to the process and not to the concept.

Only a limited number of student evaluations were obtained. Not all the volunteers had direct, continuous contact with students. In cases where they did, it was not always possible to administer the instruments. Class time was at a premium and it could not necessarily be made available. As a result, only one class of students participated in the evaluation. Thus, the information presented here is rather limited and seems more suggestive than conclusive.

Overall, the students were pleased with the program. The greatest benefit derived from the experience was the perspective on the real world of work the volunteer provided. Other comments related to having someone else with expertise in the classroom, either for the exchange it provided with the teacher or the assistance it provided with class assignments.

Interestingly enough, one of the problems of having the volunteers was not being able to take full advantage of them. Some students felt the volunteers were not there enough of the time or there was not enough discussion with them. Volunteers were criticized for not being able to express themselves very well. One remark was related to the volunteers' tendency to stray off the topic and go off on tangents.

Suggestions for improvement followed the pattern set by problems encountered, i.e., for more interaction with volunteers. Students wanted more time with volunteers, more volunteers with a variety of experiences, or volunteers in more courses.

Overall, the evaluation indicated a deep satisfaction with the program and the concept. It also seemed clear that some of the procedures needed refinement. Staff orientation/preparation stands out as in need of improvement. This is a critical point. It is the quality of the staff/volunteer arrangement which ultimately affects the level of service the volunteer can provide to the institution. This demonstration did not adequately test this arrangement.

Another area which merits further study is recruitment. Timing seems to be a crucial element in it. In a learning-by-doing situation such as in a demonstration project, there is a lot of hindsight. Recruitment procedures suffered from this. In spite of these procedural concerns, the demonstration did show that volunteers can be successfully recruited and placed in two-year postsecondary institutions.

Dissemination

The final activity of the project was dissemination of the results via the Resource Handbook. In order to accomplish this, project staff--

- compiled a mailing list to announce availability of materials,
- sent a letter and a brochure to the persons and organizations on this list,
- produced an initial set of materials to be distributed to key organizations and individuals,
- placed materials in the National Center cost-recovery publication system,
- submitted materials to National Center operated ERIC Clearinghouse on Adult, Career, and Vocational Education, as well as to other clearinghouses interested in aging materials,
- publicized the program at the conventions of the American Association of Community and Junior Colleges, the Council on Occupational Education, and the American Vocational Association, and
- publicized by articles in the New York Times, On Campus, Update, OVA Reporter, and Modern Maturity, with more articles being prepared.

Letters and phone calls have been received from numerous colleges interested in establishing a program like ASSERT and asking for assistance in doing so. Staff members provide information, advice, and materials. The concept behind ASSERT is very appealing to colleges that recognize the need to serve the older population in their communities, the great resource that these people represent, and the service they can provide students. The growing retired population and the declining economic resources available to education make Project ASSERT a timely and significant concept.

APPENDIXES

A P P E N D I X A

SYNTHESIS OF LITERATURE SEARCH

What follows is a synthesis of the literature and programs reviewed for Project ASSERT. The goal of this synthesis is to map out current trends in volunteerism as a postretirement activity and as a strategy for enriching educational services. Individual programs will be described as examples. An annotated bibliography has been compiled and is provided for persons interested in exploring the topic in more detail. This is in no way a complete listing of programs and materials on the topic of volunteerism. To develop such a list would have exhausted the resources the project had to devote to the effort.

The issue at hand is the development of a volunteer program which would recruit and place retired technicians in volunteer positions in two-year postsecondary institutions. There are two subissues which can be identified in this problem and these have been used to guide this synthesis. The subissues are:

1. Retired technicians as volunteers.

2. Volunteer programs in two-year colleges.

To deal with the first issue, retired technicians as volunteers, literature which deals with the propensity of older people to volunteer will be summarized. In addition to this, volunteer programs established for older Americans and those which attract older Americans will be reviewed. It should be noted that while the target group for Project ASSERT is retired technicians, the data which is reviewed here is for the total group of older Americans. Data on the volunteer activities of technicians, retired or not, does not exist. There are volunteer programs which focus on using the skills of a technician and examples of these programs are provided in the review. However, these programs are not exclusively for retired persons.

The second subissue, volunteer programs in two-year colleges, will begin with figures on the number of older people volunteering in such institutions. This will be followed by examples of volunteer programs in two-year colleges. As is discussed in that section, very few programs have been identified.

Retired Technicians as Volunteers

The issue of retired technicians as volunteers must be viewed in the larger context of retired persons as volunteers as data related to the specific group is not available. The most

recent data collected on the volunteer activities of older persons reveals that between fourteen percent and twenty percent of people sixty-five years and older engage in volunteer activities. (U.S. Bureau of the Census and Lou Harris.) Their volunteer patterns generally follow that of the rest of the population. Religious work shows the highest level of participation with fifty percent of the sixty-five and older population involved. Health and social/welfare work are second with twenty-two percent and fourteen percent participation rate, respectively. Eleven percent of the sixty-five and older population engage in civic community action, five percent in citizenship, three percent in education* and recreation, and one percent in political and other activities. (U.S. Bureau of Census.)

These figures do not show a very high volunteer participation rate of older people, especially for nonreligious volunteer work. These figures are, however, four years old. The largest federal volunteer activity for older Americans, the Retired Senior Volunteer Program, had only been in operation for two years at the time of the survey. Now, with almost six years of operating experience, RSVP alone could account for a greater number of elder volunteers than appeared in the survey in 1974.

Many more programs devoted to creating volunteer activities for older persons have developed since the survey was taken. For example, in 1974 the Edna McConnell Clark Foundation, a private nonprofit organization, funded seven metropolitan school districts for the purpose of increasing the number of older people involved as volunteers in the schools. As a result of that effort, the number of elder volunteers at work in school districts has risen from less than 1,000 to over 7,000. (Elderworks.) No doubt, if a survey were made today, the participation rate for older Americans would be much higher. A Lou Harris poll conducted in 1974 discovered something which lends credence to this assumption. They found that many of the elder people who were not at that time involved in volunteer work would like to have been. This suggests that as the opportunities increase and more older Americans are asked to volunteer, more of them will.

Volunteer Programs Attracting Retired Technicians

There are presently no volunteer programs which are for retired technicians exclusively. However, there are a number of programs which have the potential of attracting them. They are reviewed below.

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* A Lou Harris poll conducted in the same year came out with a higher figure for education. They showed nine percent involved in education.

Federal Programs

During 1976 eleven federal programs placed approximately 237,652 older people in volunteer roles of one type or another. Of this group about 42,000 were placed in education-related roles (Academy for Educational Development). Most of these are sponsored by programs administered by ACTION, the federal volunteer agency. Others occur through the Department of Education and Small Business Administration.

ACTION Programs:

Retired Senior Volunteer Program. Begun in 1972, this federally funded program creates meaningful volunteer opportunities for retired and semi-retired persons sixty years and older. It enables them to participate more fully in the life of their community. RSVP volunteers serve a variety of agencies, such as hospitals, libraries, museums, schools, government agencies, etc. While it places people in community service roles, the focus of RSVP is on the individual volunteers need for and interests in meaningful and purposeful activity. RSVP does not focus on any one group of older persons, but rather provides opportunities for a wide range of people with equally broad areas of interest.

Peace Corps. Unlike RSVP, the Peace Corps is not limited to older Americans. Anyone eighteen years or older may apply. However, it has since its inception in 1962 actively recruited older Americans. As of 1976, 101 out of 6,000 volunteers enrolled were aged sixty-one to seventy and thirty were aged seventy-one and older (HEW Fact Sheet). Peace Corps volunteers serve in developing nations to meet a wide variety of needs. Some of the major work categories volunteers are involved in are: agriculture (food production, fisheries), architecture and city planning, business development, civil engineering, education, health, industrial arts, vocational education, and skilled trades (ACTION booklet). It is clear from this list that the Peace Corps has great potential for attracting and employing the retired technician.

Volunteers In Service To America (VISTA). This program recruits men and women of all ages to work in urban and rural impoverished areas. Volunteers in the program work with people in a community to help them mobilize people and resources to solve a problem. They generally work in one of six areas: social services, education, housing, economic development, health, and community planning. While this program places no age limit on those who wish to volunteer, as of 1976, nine percent or 312 of VISTA's 3,357 volunteers were sixty years and older.

Foster Grandparent Program. This program offers opportunities for low income people age sixty and over. Foster Grandparents work twenty hours a week in institutions working with physically, emotionally, and mentally handicapped children. Their primary

function is to provide love and attention to the children with tasks ranging from feeding and dressing the child, playing games and reading, to assisting with speech and physical therapy.

Senior Companion Program. This program is similar to the Foster Grandparent program. It provides opportunities for low-income people sixty years and older to work with adults with special needs, especially the elderly. They work with people in their own homes, in nursing homes, or other institutions in much the same way that the Foster Grandparents work.

Small Business Association:

Senior Corps Of Retired Executives (SCORE). This program recruits retired businessmen and women and pairs them with the owners or managers of small businesses in need of management advice. As of January 1977 SCORE had approximately 6,850 volunteers.

U.S. Office of Education:

Head Start. Although only marginally involved in the use of older adults, the Head Start program does provide some volunteer opportunities. Almost all of the volunteers work as teachers or tutors.

Non-Federal Programs

There are programs providing volunteer opportunities for seniors which are supported by private funds such as United Way or private nonprofit organizations. Most of these efforts are in the form of individual volunteer programs. For example, a great many of the volunteer programs in the schools are funded by private foundations. In funding such efforts, foundations are attempting to demonstrate the value of volunteer programs and so encourage schools to adapt them.

One foundation has been a pioneer in efforts to bring more older volunteers into schools. This is the Edna McConnell Clark Foundation. As mentioned earlier, they began promoting the idea in 1974 when they funded seven school districts for the purpose of increasing the number of elder volunteers at work in the schools. In 1978, as a spin-off of this effort and similar ones, the Clark Foundation formed a new public foundation ELDERWORKS. The purpose of this foundation, to promote the use of elder talent to build a stronger nation, is achieved through letting grants for programs which will work to accomplish this and serving as an information clearinghouse for programs which share their goal.

Other privately funded efforts are those which try to link all of the volunteer activities occurring in a community at any one time. An example of this is Voluntary Action Centers. These were formed to assist the community in operating volunteer programs.

They supplement training and recruiting efforts and generally act as clearinghouses for information related to volunteerism. They provide information on the availability of volunteer opportunities, who to contact, and the type of commitment required. As they are designed to help the community as a whole, the Voluntary Action Centers do not single out special groups of people to serve. They do not help retired people seeking volunteer opportunities, but they do not work exclusively with them.

Another example of a private volunteer organization is Volunteers In Technical Assistance (VITA). Similar to the Peace Corps in its thrust, this organization is devoted to helping people in the world solve their technical problems. It is funded by government sources and from private contributions. About ten percent of the volunteer workforce of VITA are retired.

Older Volunteers in Two-Year Postsecondary Education Institutions

Recent surveys have indicated that older persons do serve a variety of roles in two-year colleges.

However, older volunteer programs are a much more common phenomena at the elementary and secondary levels of education. Although the reason for this has not been documented, it is probably easier to conceive of a volunteer in a nurturing role, providing guidance and love for a child than in a professional role, providing skilled assistance to an adult. There may be a conflict between what is seen as paid and volunteer work and it may be necessary to make clear distinctions between the two to avoid conflicts with people who are paid for their work. Thus, volunteers are not often given vital roles. They provide niceties. In postsecondary institutions, where nurturing is given less attention than skill development, there seems to be no ready role for volunteers. Institutions which do use them must adjust their image of what volunteers can do.

There are many possible explanations for the lower involvement of postsecondary institutions in volunteer programs. However, to spend too much time discussing why they are not involved, would overshadow the fact that some postsecondary institutions do in fact sponsor volunteer programs. Recent surveys have indicated that older persons serve a variety of roles in two-year colleges. Research conducted by the Academy for Educational Development (AED) revealed there are an average of twelve older adults serving in each two-year college. Of the institutions which employ older adults, the AED found that fifty-three percent employ them as unpaid volunteers, twelve percent as stipended volunteers and thirty-five percent as paid employees. The type of services seniors

were found to provide were: resource person, special lecturer, teacher, tutor, educational advisory committee member, teaching aide, library aide, curriculum consultant, counselor, administrator of an education program, media production person, creator of educational games and classroom materials, researcher and other. No information was available as to which of these services were provided by volunteers and which were paid services.

Beyond involving older people directly in their programs some two-year colleges also promote volunteer opportunities for older people outside of the college. They do this by becoming prime sponsor's of RSVP's. Thus, they manage the whole process of volunteer recruitment and placement in an effort to serve the community. Interestingly enough, however, it is often the case that the RSVP sponsored by the college is very distinct from the academic functioning of the college. Most of the volunteers are placed in the community and not much emphasis is placed on developing volunteer positions within the college. A list of two-year colleges which sponsor RSVP is included in the bibliography.

Volunteer Programs in Two-Year Postsecondary Institutions

The figures just presented indicate the presence of some volunteer activity in two-year postsecondary institutions. However, there is very little information available describing the programs which generate this volunteer activity. It is possible that there are no programs per se, but rather there is a willingness to use volunteers and with that a reliance on other programs such as RSVP to bring them to the college. Another point to consider is how much of the volunteer activity measured represents alumni involvement in such things as fund raising, job development, and/or public relations. This again may not be considered a volunteer program.

As might be anticipated from the above narrative, the search for programs in two-year postsecondary institutions has not been extremely fruitful. In fact, no two-year colleges have been found operating volunteer programs in their own right for the purpose of bringing volunteers on campus. There are the colleges which sponsor RSVP, but again, this is usually a community and not a college service. If the universe is broadened to include all postsecondary institutions, more programs can be identified. Two of these programs are described below.

Retired Senior Volunteer Service Corps. Operated by the University of Maryland, this program has brought skilled retired persons to the college campus to help personalize the undergraduate experience. The three-year program funded by the Edna McConnell Clark Foundation is designed to give students additional

perspectives on issues, involve talented older people in the educational process and establish a means for retired people to participate in the academic and related services of the university. Any retired person who has applicable career or life experience and who is willing to commit three hours a week for one semester is eligible to become a volunteer.

"New Dimensions," University of LaVerne. This small liberal arts college in California has brought volunteers to the campus to share their expertise with the students. The volunteers work with the students as mentors. A by-product of this program has been that more and more retirees are enrolling in LaVerne classes.

CONCLUSION

The main conclusion that can be drawn from this synthesis of the literature is that Project ASSERT is exploring new territory. It is opening the door for recruiting and placing older volunteers in two-year postsecondary schools. The vast majority of education-related volunteer positions are at the elementary and secondary levels where volunteers assume a more grandfatherly or grandmotherly role. Such positions have not had much appeal to retired technicians. Positions in two-year colleges present possibilities heretofore unavailable. This should bring retired technicians into the realm of volunteerism and provide them with the benefits already demonstrated by other older volunteer programs.

A P P E N D I X B

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Academy for Educational Development. Never Too Old To Learn. New York, N.Y.: Academy for Educational Development, June 1974.

This book summarizes a study done by the Academy for Educational Development of the availability of educational opportunities for older Americans. The study identified existing programs and characterized their offerings. Based on this information, recommendations were made for developing new programs. There are two elements for creating educational programs for older people--communication and involvement.

Academy for Educational Development, Inc. Never Too Old To Teach. New York, N.Y.: Academy for Educational Development, Inc. 1978.

This reports on a survey conducted by the Academy for Educational Development to determine the extent to which older Americans were involved in educating roles. They looked at the issue across all educational levels and institutions. The findings were, (1) as a rule, older people are used in educating roles but that there are typically few such persons in each institution, (2) the kind of roles older people fill varies greatly between institutions, and (3) older people perform well in many different kinds of roles.

ACTION, Office of Public Affairs. ACTION: News Digest. Washington, D.C.: ACTION, Office of Public Affairs.

ACTION, Ohio State Office. ACTION: 1976-1977 Ohio Directory. Columbus, Ohio: ACTION, Region V, Ohio State Office, September 1976.

ACTION, Retired Senior Volunteer Program: Operations Handbook for Sponsors. Washington, D.C.: Older Americans Volunteer Programs, October 1974.

This provides the procedures for developing and operating an RSVP agency. Chapters on Program Development and Program Operation describe the recruitment and placement of volunteers and the development of volunteer stations. The introduction also provides a good description of the development of the program.

Babic, Anna C. "The Older Volunteer: Expectations and Satisfactions," Gerontologist. Volume 12, Number 1, Pages 87-90, Spring 1972.

Based on observations and conversations with volunteers and staff in several SERVE projects, the author makes reflections relating to volunteer adjustment, role perception, costs, benefits to the institution, and group experience. Her observations indicate that older persons can be recruited for volunteer service in a variety of institutional settings, that they can assume duties on an ongoing basis, and that health is no problem.

Bender, Louis W. "The Volunteer: Key to Community Based Education," Community and Junior College Journal. Volume 45, Number 9, Pages 16-17, June/July 1975.

The author laments the lack of literature relating to the role of the volunteer in postsecondary education, but expresses that in spite of this, there is a value in using volunteers. They can bring a sense of cause or purpose to individuals and groups within the community vis-a-vis their community based community college. He suggests some guidelines for the involvement of volunteers: (1) leadership and coordination is essential, (2) comprehensive plan for volunteer action must be developed with at least three stages: inventory of existing volunteer relationships, assessment of every facet of institutional operation to identify potential for volunteer action and establishment of priorities and strategies for communicating the institutional requirements to the service area involved, (3) recruitment, screening, and training of volunteers, (4) clear statistical objectives for the program should be developed, and (5) a reward provision should be part of total system.

Bowles, Elinor. "Older Persons as Providers of Services: Three Federal Programs," Social Policy. Volume 7, Number 3, Pages 81-88, 1976.

This author examines older Americans Volunteer Programs: Foster Grandparent, Senior Companion, and Retired Senior Volunteer. She provides a historial perspective and general operating descriptions for each program. The author describes the benefits of the program in terms of a helper-helpee relationship. As a helper, the elderly person: (1) develops an increased sense of power over his/her life, (2) can become more objective about his/her problem, and (3) obtains a feeling of social usefulness and worth, thereby improving his/her self-image.

Brooks, Suzanne. Involving Senior Adults in the Community College: A Model Work-Study Program. Los Angeles, Calif.: Los Angeles Community College District, Division of Educational Planning and Development, 1975. ED 121 369.

From January to August 1975, Los Angeles Valley College was involved in a Senior Adult Work-Study-Serve project which provided work-study employment for adults over the retirement age. Jobs were developed generally of the type not requiring specialized skills. Workshops were held for employers to orient them to the abilities, needs, and special characteristics of senior workers.

Carter, Barbara and Gloria Dapper. Organizing School Volunteer Programs. New York, N.Y.: Citation Press, 1974.

This book covers the issue of volunteerism in education from start to finish. It describes the driving force and who volunteers. Problems with volunteer programs and how they are established are covered as well. It highlights important aspects of programs such as coordination, training, getting and keeping volunteers, cost, and evaluation, devoting a chapter to each.

Chamber of Commerce of the United States. Career Education and the Businessman: A Handbook of Action Suggestions. As proposed by Participants at the First National Conference on Career Education. Sponsored by the Chamber of Commerce of the United States, February 28 - March 1, 1973.

Chapter seven of that handbook introduces the concept of using retired workers as resource persons in schools to acquaint students with the world of work. Their basic idea is to solicit retired workers to meet with students, teachers, and counselors to discuss their former occupations as it might apply to today's students. Suggested topics are: (1) discussion of work values that are meaningful, (2) demonstration of specific vocational skills, (3) discussion of personal opinions, occupations, and the life style they lead to. The article sites some potential problems and makes some action suggestions.

Council of Volunteers for Erie County. Volunteer Program Development Manual. Erie, Penn.: COVE, 1975. Available from National Information Center on Volunteerism, Boulder, Colo.

This is a relatively short, easy to read manual covering the issues of proposal development, program support, planning, establishment of program, record keeping, evaluation, and continuing concerns.

DeCrow, Roger. Older Americans: New Uses of Mature Ability. Washington, D.C.: American Association of Community and Junior Colleges, 1978.

This author examines the graying of America and implications it has for community colleges. Working within the premise that community colleges can help maintain the productivity level of older Americans by training, counseling, and/or placing them in jobs, the author examines programs that are presently available for older Americans. He summarizes four different programs: Senior Employment Services, Volunteer Service Programs, Training for Work and Service, and Older Adults in the Workplace. In concluding his report, the author notes five education roles the institutions of higher learning are providing. Some include training and lead to work in the following areas: child care, peer counseling, health care, education providers, and community service.

Diers, Charles. "Retirees Teach Industrial Arts," Duluth Herald. Duluth, Minn., September 26, 1966.

Two industrial arts teachers retired from service in the Duluth public schools are the subjects of this article. They are volunteer leaders in an experiment set up by the St. Louis County Welfare Department which gives basic training in carpentry to adult students who are taking part in a work-relief project.

Doyle, James R. "Digging for Human Treasure," Educational Leadership. Volume 1, Pages 26-30, 1976.

This presents a description of the Teaching-Learning-Communities Project in which senior citizens were volunteers in the Ann Arbor public schools. The article highlights the "intergenerational" quality of the project.

Foley, Mildred. Something Wonderful Happens When RSVP Comes Into a School: Guide for RSVP Directors Interested in Involving Schools in Accepting Retired Senior Volunteers in Local School Systems Grade K to 12. Columbus, Ohio: Ohio Commission on Aging, 1974.

This manual provides basic guidelines for selling the administration, preparation of the classroom for the RSVP volunteer and where to recruit school volunteers. It further provides a generic description of the RSVP school volunteer and case histories of the experiences of six volunteers.

Fones, John Scott. "Why Not Volunteer College Instructors?" Improving College and University Teaching. Volume 24, Number 4, Pages 231-232, Autumn 1976.

The article advocates the use of volunteer "guest instructors" as a means of bridging the gap between the classroom and the real world. Several suggestions are made as to how to recruit: (1) alumni, (2) local business people as volunteers.

Gotbaum, Victor and Elinor Barr. "On Volunteerism," Social Policy. Volume 7, Number 3, Pages 50-51, 1976.

The authors of this piece express the opinion unions have of volunteerism as it relates to usurping paid jobs. Unions perceive the need for retirees to feel productive and a part of the social mainstream. They recognize volunteerism as a potential means of maintaining this, but they do not wish the use of volunteers to endanger the jobs of paid persons.

Harris, Lou and Associates, Inc. The Myth and Reality of Aging in America. Washington, D.C.: The National Council of Aging, Inc., 1975.

This is a report on a survey commissioned by the National Council on Aging. The aim was to determine the general public's (18-64 years of age) attitude toward the aging and older people's attitude towards their own aging. It approaches this issue from a psychological, social, and public policy standpoint. This study provides extremely useful data. An interesting finding of the study was that on most points older Americans viewed themselves as very similar in needs, wants, mobility, etc. to their younger counterparts. However, when asked about older persons as a group, they indicated very special needs, limited mobility, etc.

Hubley, John W. School Volunteer Programs: How They Are Organized and Managed. Worthington, Ohio: School Management Institute, Inc., 1972.

Using anecdotal information from ongoing school volunteer programs, this author develops a case for volunteers in education. This book provides a good overview of the process of developing a program covering such issues as establishing commitment, recruitment, preparation (including orientation and training), successful program operation (creating support and satisfaction), and examples of the many ways volunteers can be used.

Illinois State Office of Education. Because They Care: A Resource Manual for Volunteer Programs. Springfield, Ill.: Illinois State Office of Education, 1976.

This is a study of the volunteer program in Illinois done to determine the drawbacks of such programs and to formulate recommendations for furthering the concept of volunteers in education. Ten potential problem areas are identified: dependability, confidentiality, disillusionment, amateurism, ability, lack of control, administrative burden, a threat to teachers, volunteer expectations, and recruitment. For each of these areas, the authors define the problem and make recommendations for its solution. They also make more general recommendations regarding the design of volunteer programs. One such area, is the case of volunteer resource people. Based on an educational attitudinal survey which revealed a high priority for career and vocational education, the authors recommend the use of volunteers to enrich and enhance such programs. They also provide some suggestions for utilizing such persons. In addition to this, recommendations are also made to increase the involvement of senior citizens in education.

Jensen, Pauline L. "They Make My Day': That's What Older Persons Say After Working with School Children in a Novel Project in Minneapolis," NRTA Journal, September-October 1969.

This article describes the Minneapolis Resource Program, a project designed to enrich the lives of elementary children. To belong to this special group, a volunteer mush have some exceptional skill or knowledge. All ages make up the group, but there is a growing number of senior citizens.

Karant, Vicki I. "Society Denied: A Defeat for Community Resource People in the Public Schools," Phi Delta Kappan. Volume 58, Number 8, Pages 639-641.

The author describes the development and eventual demise of an alternative high school program started in the Leonia, New Jersey Public Schools in the fall of 1972. The program was designed to use community resource volunteers who offered courses in their fields of expertise to students for high school credit. (The town had a high concentration of persons reknowned for their talent, Alan Alda for example.) The volunteers were to be supervised by three to four core teachers who taught regular classes to meet state requirements for college prep. The high school faculty and administration were uneasy with the situation: (1) it was a break with tradition, (2) they feared the loss of creative students, (3) they felt their jobs were endangered. They filed suit on the volunteers' lack of certification, the result of which was to end the program.

Kazanas, H.C. and Stephen Capelli. "Eliminating Job Dissatisfaction: What Can the Vocational Technical Educator Do?" Technical Education Yearbook 1973-74. Ann Arbor, Mich.: Prakken Publications, 1973-4.

The article reviews the rising problem of job dissatisfaction. The challenge to vocational and technical educators is beyond "keeping up with technology." They must also face the issues of the quality of work life such as working habits, attitudes, and values. The authors suggest eight ways in which programs may be adjusted to meet their need.

Korim, Andrew S. Older Americans and Community Colleges: A Guide for Program Implementation. Washington, D.C.: American Association of Community and Junior Colleges, 1974.

Korim, Andrew S. Older Americans and Community College: An Overview. Washington, D.C.: American Association of Community and Junior Colleges, 1974.

Korim, Andrew S. and Dorothy O. Waugeman. Older Americans and Community Colleges: Selected Papers. Washington, D.C.: American Association of Community and Junior Colleges, 1974.

Kramer, Leo, Incorporated. Recommendations for Developing the Retired Senior Volunteer Program. Washington, D.C.: Older Americans Volunteer Programs, 1971. ED 076 887.

The major thrust of this article is the organization of the Retired Senior Volunteer Program. The introduction provides some explanation of the rationale for the program: (1) few roles for older people, (2) allow those who in the past were prohibited because of financial constraints from volunteering to volunteer. It points out that unless a volunteer feels that he/she is doing something that really matters, the program will be of little value. Also, by involving the elderly as volunteers in the community and so demonstrating their capabilities and characteristics, RSVP can serve to educate people about the real needs of the elderly and certain stereotypes regarding them.

Manney, James D., Jr. Aging in American Society. Ann Arbor, Mich.: The Institute of Gerontology, The University of Michigan-Wayne State University, 1975.

This is a good sourcebook on the topic of aging. The author covers various topics related to aging in America. He begins with a discussion of the process of aging, then moves to a review of the social situation of older people, and concludes with a summary of the policies and programs for older people. The appendix of the book is very useful for the listing of sources of information it provides.

Manual for Developing a Senior Citizen Teacher Aide Program. Salem, Oreg.: Oregon State Department of Education, 1975. ERIC microfiche, ED 132 139.

The Tigard School District in Tigard, Oregon began The Senior Aide Volunteer Education (SAVE) project in 1971. The primary reason for the project was to provide additional instruction for students in grades one-six in reading, math, and elementary science. Thus, they were able to maximize the number of adults in the classroom and minimize the cost to the school district. This article provides an adopters guide covering such issues as (1) deciding whether to adopt a model for using volunteers, (2) determining the feasibility of implementation, (3) organizational structure, (4) budgeting, (5) program implementation, (6) staff and aide orientation, (7) selection of student participants, and (8) evaluation.

Mastors, Charlotte. School Volunteers: Who Needs Them? Bloomington, Ind.: Phi Delta Kappa Educational Foundation, Fastback Series, 1975.

This book describes the development of a local school volunteer program, LINKS (Laymen In North Kingstown Schools) and the evolution of a statewide organization, VIRIS (Volunteers In Rhode Island Schools). The book provides some rationales and political philosophy for establishing a program. Additionally, it sets forth a series of steps to follow in developing a program.

Murphy, Judith and Carol Florio. Never Too Old To Teach. New York, N.Y.: Academy for Educational Development, 1978.

This recently published work presents the results of a 1976 survey of 11,500 schools, colleges and other nonprofit organizations with strong educational missions to determine the extent to which they were using the services of people sixty-five+ in educating roles; to identify the types of roles older people were playing; and to determine how satisfactorily older people performed on their roles. The results of the survey found very few older people in educating roles and that the educational roles they did have varied markedly between institutions. The book provides a very complete listing of the survey results, broken down by type of institution and kind of role.

Menta, Martha. "How to Be a Grandperson," NRTA Journal July-August 1976.

This reviews the Teaching-Learning Communities (T-LC) project in Ann Arbor, Michigan. The project was designed to involve older people using skills of a lifetime in educational settings.

National School Volunteer Program, Inc. Guidelines for Involving Older School Volunteers. Alexandria, Va.: National School Volunteer Program, Inc., 1978.

This fifty page booklet provides tips on operating an older school volunteer program. It covers what older school volunteers do, conducting a needs assessment, strategies for recruiting, interviewing and placement, orientation and training, support for volunteers and special problems. The appendix contains some sample forms.

National School Volunteer Program, Inc. The Older School Volunteer: A Great and Growing Human Resource. Alexandria, Va.: National School Volunteer Program, Inc.

This is a twenty-four page booklet with pictures and descriptions of senior citizens who have volunteered in the schools. The format used is quotes from participants. It provides a good overview of the value of the program to the schools, volunteers, and students.

Naylor, Harriet H. Leadership for Volunteering. Dryden, N.Y.: Dryden Associates, 1976.

This book covers the world of volunteerism, ranging from concerns of where volunteers can serve to recommendations related to operating a volunteer program to a discussion of some of the needs in volunteerism today.

NPO/Task Force, Inc. "I Have Returned to Life," Community Colleges and Older Americans: A New Response to a New Resource. New York, N.Y.: Edna McConnell Clark Foundation, 1977.

Beginning in 1974 the Clark Foundation awarded a small group of grants to determine what needs older Americans have that attracts them to community colleges and how can community colleges best respond to these needs. The Clark Foundation had five objectives in providing the grants: to help involve retired men and women in community service roles, to help return older persons to the general job market, to service their education and training needs, to build on the resources community colleges have to develop such programs and to guarantee a maintenance of effort. This booklet describes the activities supported by the grants. Receiving support were Los Angeles Valley College, Miami-Dade Community College, NYC Community College, and Pace University.

Ohio Board of Regents. The Two-Year College System in Ohio: A Planning Report. Columbus, OH: Ohio Board of Regents, 1975.

Recruitment Leadership and Training Institute. Volunteers in Education: A Handbook for Coordinators of Volunteer Programs. Philadelphia, PA, 1975.

This is a "how-to" manual which outlines the process of developing and operating a volunteer program in education. It answers the question of "who is the volunteer?" and covers issues relating to funding sources and proposal preparation, organizing and developing a volunteer program, administering a volunteer program, recruiting volunteers, interviewing, selecting, and assigning volunteers, volunteer orientation and training, orientation and training of professional personnel, using students as volunteers, career education: implication of volunteers, maintaining volunteer morale and evaluating volunteer programs.

Rogers, Betty. Volunteer Management System. Columbus, OH: Volunteer Action Center.

This is a compilation of materials from a variety of sources, that is used in teaching a course on volunteer program management. The course consists of ten sessions covering the following topics: (1) Building an Agency Climate for a Volunteer Program, (2) How to Do a Needs Assessment, Climate Assessment, (3) Writing Goals and Objectives and the Planning Process, (4) How to Establish Program Processes and Procedures and How to Write Job Descriptions, (5) Developing Volunteer Program Materials and Developing Volunteer Orientation and Training, (6) Developing Recruitment Materials and Techniques and Interviewing, Screening, and Placing Volunteers, (7) How to Establish an Effective Operation of a Volunteer Program, (8) Retention and Recognition, (9) Evaluation--A Valuable Tool in the On-Going Volunteer Management System, and (10) Human Relations and Problem-Solving.

Sainer, Janet S. "The Community Cares: Older Volunteers," Social Policy; Volume 7, Number 3, Pages 73-75, 1976.

This article considers the benefits volunteerism offers to the aging and to their communities, how this new role for the aging evolved, what has been learned from the greater utilization of senior citizen volunteers, and what additional steps need to be taken to assure that all of the elderly who wish to engage in volunteer activity can have that opportunity. Provides list of research findings.

Scheier, Ivan H. Winning with Staff A New Look at Staff Support for Volunteers. Boulder, Colo.: National Information Center on Volunteerism, 1978.

This is a very useful and informative guide for building good volunteer/staff relations. The author considers this the key to a successful volunteer program. He begins with a look at some old assumptions for relations building and then suggests a fresh approach. He lists seven strategies, a basic principle and six other principles (receptivity assessment, differential address, staff rewards, staff participation and an implied role shift for volunteer leadership, volunteer job diversification, and training and education) which when applied should guarantee good volunteer/staff relations.

Schindler-Rainman, Eva and Ronald Lippitt. The Volunteer Community: Creative Use of Human Resources. Fairfax, Va.: NTL Learning Resources Corporation, 1975.

The book covers the issue of voluntarism. It covers the more worldly topics of trends in voluntarism, societal, and others as well as more specific issues relating to volunteer programs. Chapters on motivational dynamics of voluntarism (Ch. IV), recruitment and orientation (Ch. V), and training (Ch. VI & VII) provide good basic information applicable to program development.

Seney, Heidi. "Two Generations of Volunteers: Grandparents," Learning. Volume 3, Number 2, Pages 80-83, 1974.

This article describes the Los Angeles City Schools Volunteer and Tutorial Program. The value of an elderly volunteer was considered to be the special attention that she/he could provide. The Los Angeles program had the added component of a Community Resource Bank, which provided volunteer opportunities for those who did not want to make a long-term commitment. The "Bank" provided a booklet listing volunteers with skills who could serve as resource persons.

Sequin, Mary M. Releasing the Potential of the Older Volunteer. Los Angeles, Calif.: University of Southern California, Ethel Percy Andrus Gerontology Center, 1976. ERIC microfiche, ED 123 307.

This book reviews the Older Volunteer Project at the Ethel Percy Andrus Gerontology Center. The project was a demonstration of how retired adults can enter an organization that employs mostly paid, non-retired personnel, generate work and gain acceptance in that setting.

Basic principles regarding the volunteer worker, the volunteer's adjustment to the setting, and the work the volunteers performed evolved out of the project and are discussed in the book. The final chapter, "New Roles for Senior Volunteers in Organizations", summarizes the findings and provides insight for developing programs. It treats such issues as the motivation of retired persons to volunteer, the conditions under which organizations will involve volunteers, and the kinds of positions older volunteers can take or create.

Showkeir, James R. "Tapping 'Older' Energy Resources: One of Many Undiscovered--Unused Community Assets," Community Education Journal. Volume 4, Number 3, Pages 46-48, 1974.

A very general article lauding the involvement of the elderly in education. The title in representative of the content of the article.

Stenzel, Ann K. and Helen M. Feeney. Volunteer Training and Development: A Manual. New York, N.Y.: The Seabury Press, 1976.

This book is a manual designed for those planning to set up a volunteer training program. It is a guide to be used in planning and conducting learning and development programs for and with volunteers.

Sullivan, George and Carol Florio. "Senior Citizens in Education," Social Policy. Volume 7, Number 3, Pages 103-106, 1976.

This article advocates the involvement of senior citizens in education. It presents preliminary results of a survey of 2,140 public school districts and 1,170 colleges and universities undertaken to determine how many people aged sixty-five and over are employed in or are contributing their services to education what they are doing and how well they are doing it. Finding shows four things: (1) many institutions now involve older people in teaching or teaching-related efforts; (2) service opportunities for older people in public schools are primarily for volunteer tutors, teacher aides, and resource persons; (3) higher education service opportunities are evenly divided between volunteer and paid employment; and (4) the services rendered by older people in educational institutions are highly valued. Four elements necessary for volunteer programs are identified: initiative, acceptance, coordination, and financial support.

Swanson, Mary M. Your Volunteer Program: Organization and Administration of Volunteer Programs. Ankeny, Iowa: Des Moines Area Community College, 1970. ED 052 414.

As the title implies, this article provides a guide for developing volunteer programs. It is not oriented towards any specific institution, but rather provides some philosophical and procedural guidelines for developing a volunteer program. It covers such issues as volunteering history and philosophy, areas of volunteering (provides rather complete list for education), organizing a program, format for a guideline manual, staffing, recruitment and promotion, interviewing and placement, orientation, in-service training, retention of volunteers, record-keeping, and evaluation. The article also contains a very extensive list of references.

"Teaching Kids Your Skills," Modern Maturity. December-January 1973-74.

This describes a program which was designed to sensitize children to attitudes and concerns of older Americans. It consisted of a seven week instructional program in which older volunteers devoted one hour a day to classrooms and then worked with the children to produce a film.

Turnage, Martha and Roderick Moore. Home Crafts Days at Mountain Empire Community College Bridge Mountain Youth's Search for Identity. Big Stone Gap, Va.: Mountain Empire Community College, 1973. ED 078 839.

Mountain Empire Community College's commitment to preserve, learn, and teach the heritage of mountain folk is described in this article. Community participation by those who could teach the heritage of the area was part of the implementation of this commitment. Some of the older people in the area were invited to either take course work in folk life or come to the classes and serve as resource persons, activities that give the older person a renewed feeling of self-worth, stimulate new pride in mountain life, and help to bridge the generation gap. Many of the older citizens who participated would never have approached the college otherwise, not realizing that others would be interested in their skills.

Volunteer Services Management System. Volunteer Services System. Columbus, Ohio: Columbus Public Schools, 1976.

This is a set of six handbooks covering the establishment of a volunteer program in the schools. (I. Guidebook to a Volunteer Service System, II. Organizing a Volunteer

Service System, III. Information System for a Volunteer Service System, IV. Volunteer Program Operations, V. Volunteer Personnel Operations, VI. School Volunteer Operations.) The material is presented using a process model with each aspect described in four phases--planning, preparation, implementation, and review and renew.

Walton, Mildred L. Utilization of Retired Teachers as Volunteers. Submitted in partial fulfillment of the requirements for the Degree of Doctor of Education, Nova University, 1976. ERIC microfiche, ED 133 320.

This article describes a project involving retired teachers in elementary schools to aid in the instruction of the gifted. There is a good review of the literature with a historical perspective of the volunteer movement, an evaluation of volunteer programs, and a discussion of senior citizens as volunteers. It also contains a handbook for operationalizing a retired-teacher volunteer program. The handbook provides a series of four models which set forth the processes for developing a program.

Williamson, Judith Town and Margaret Johnson Ware. The Older Volunteer. Washington, D.C.: National Center for Voluntary Action, July 1977.

One of many profiles available from the National Center for Voluntary Action. This reviews programs across the country which provide volunteer opportunities for older people.

Wilson, Marlene. The Effective Management of Volunteer Programs. Boulder, Colo.: Volunteer Management Associates, 1976.

This book is written for the manager of volunteer programs and presents techniques as well as theory. It begins with an overview of volunteerism, an explanation of the role of the manager in a volunteer program and a discussion of the motivation behind the volunteer. The rest of the book is devoted to practical matters related to the management of volunteer programs. It provides useful information on designing jobs and recruiting to fill them (Ch. VI), interviewing and placing volunteers (Ch. VII) and training (Ch. VIII).

APPENDIX C

Organizations and Agencies

Academy for Educational Development, 680 Fifth Avenue, New York, N.Y. 10019 Publication: Academy News

ACTION/Older American Volunteer Programs, 806 Connecticut Avenue, NW, Washington, D.C. 20525

American Association of Retired Persons/National Retired Teachers Association, 1909 K Street, NW, Washington, D.C. 20006 Publications: Modern Maturity, AARP News Bulletin

Association for Gerontology in Higher Education, All-University Gerontology Center, Syracuse University, Syracuse, N.Y. 13216

Edna McConnell Clark Foundation, 250 Park Avenue, New York, N.Y. 10003

ELDERWORKS, 680 Fifth Avenue, New York, N.Y. 10019 Publication: Quarterly Newsletter

Gerontological Society, One Dupont Circle, NW, Washington, D.C. 20036 Publication: Journal of Gerontology, The Gerontologist

Institute of Gerontology, University of Michigan, Wayne State University, Ann Arbor, Mich. 48105

National Center for Voluntary Action, 1214 16th Street, NW, Washington, D.C. 20036 Publication: Voluntary Action Leadership

National Council on Aging, 1828 L Street, NW, Washington, D.C. 20036 Publication: Aging and Work

National Council of Senior Citizens, 1511 K Street, NW, Washington, D.C. 20005

National School Volunteer Program, Inc., 300 North Washington Street, Alexandria, Va. 22314 Audrey Jackson, President

Office of Volunteer Development, Department of Health, Education and Welfare, Washington, D.C. 20201

Older Americans Program, American Association of Community and Junior Colleges, One Dupont Circle, NW, Suite 410, Washington, D.C. 20036 Publication: Update

Project Green Thumb, Department of Labor, Washington, D.C. 20506

SCORE, Small Business Association, Washington, D.C. 20416

Select Committee on Aging, U.S. House of Representatives, Washington, D.C. 20151 Honorable Claude Pepper, Chairman

The Senate Special Committee on Aging, G-225 Senate Office Building, Washington, D.C. 20510 Publication: Memorandum

Senior Manpower Recruitment, The Peace Corps, Washington, D.C. 20025

Volunteer Programs

DOVES (Dedicated Older Volunteers in Educational Services), Lose Angeles Unified School District, Volunteer and Tutorial Programs, 450 North Grand Avenue, Los Angeles, Cal. 90012 Ms. Joan Suter

Folk Craft Project, Yarapi College, 1100 Sheldon Street, Prescott, Ariz. 86301 Ms. Anna Kaspen, Coordinator

New Dimensions Program, University of LaVerne, 1950 Third Street, LaVerne, Cal. 91750 Lydia Harper

Older Adult Project, New York City School Volunteer Program, 20 West 40th Street, New York, N.Y. 10016 Ms. Ricki Rubinstein

Project M.O.V.E. (Miami's Older Volunteers in Education), Dade County Public Schools, 2121 Ponce de Leon Boulevard, Coral Gables, Fla. 33134 Dr. Archie Jackson

Project V.I.E., Association of Junior Leagues, 825 Third Avenue, New York, N.Y. 10017 Ms. Deborah Seidel

Retired Volunteer Service Corps, 3155 Undergraduate Library, University of Maryland, College Park, Md. 20742 Renee Lewis

SCORE, Brookdale Community College, 765 Newman Springs Road, Lincroft, N.J. 07738 Mr. Kal Bamfort

Second Career Programs for Older Adults, Mott Foundation Building, 12th Floor, 503 South Saginaw, Flint, Mich. 48502 Ms. Gertrude Cross, Consultant on Aging

Senior Consultants Program, Chabot College, 25555 Hesperian Boulevard, Haywood, Cal. 94545 Ms. Gwen Yeo, Coordinator

STEP (Senior Tutors for Educational Progress), Redding School, Lonetown Road, Redding, Connecticut 06875 Ms. Rosalie Saul

Teaching-Learning Communities (T-LC), Ann Arbor Public Schools, 600 West Jefferson, Ann Arbor, Mich. 48103 Ms. Carol H. Tice

Volunteer Talent Pool, Winnetka Public Schools, 520 Glendale Avenue, Winnetka, Ill. 60093 Ms. Mary Ann Manley, Director Resource Center

Willoughby-Eastlake City School District, Office of Career Education, 301 East 293 Street, Willowick, Ohio 44094 Ms. Marge Lienert, Director

Information Sources

Center for the Study of Aging, Medical Center, Duke University, Durham, N.C. 27701 re: KWIC data base for materials in aging

National Clearinghouse on Aging, Administration on Aging, Department of Health, Education and Welfare, Office of Human Development, Washington, D.C. 20201. SCAN data base

National Information Clearinghouse on Volunteerism, P.O. Box 4179, Boulder, Colo. 80306 Steven Hansen, Librarian

Research Utilization Project, Department of Human Resources, John H. Reagan Building 5500-0, Austin, Tex. 78701 Ms. Anne T. Kohler

RSVP Colleges

Colby Community College, Colby, Kansas 67701

Hutchison Community Junior College, Hutchison, Kansas 67501

Cape Cod Community College, West Bainstaple, Mass. 02668

Seminole Community College, Sanford, Fla. 32771

College of Southern Idaho, Twin Falls, Idaho 83301

Highland Community College, Freeport, Ill. 61032

Blue Mountain Community College, Pendleton, Oregon 97801

Snead State Junior College, Boaz, Ala. 35957

Maricopa Community College District, Pheonix College, Phoenix, Ariz. 85013

Dawson College, Glendive, Mont. 59330

Clinton Community College, Plattsburgh, N.Y. 12901

Southeastern Community College, Whiteville, N.C. 28472

Paris Junior College, Paris, Tex. 75460

Rappahannock Community College, Glenns, Va. 23149

Lower Columbia College, Longview, W. Va. 98632

Linn-Benton Community College, Albany, Oregon 97321

Portland Community College, Portland, Oregon 97219

Southwestern Oregon Community College, Coos Bay, Oregon 97240

APPENDIX D

ADVISORY COMMITTEE

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Washington, DC 20201

A P P E N D I X E

EVALUATION PROGRAM

EVALUATION PROGRAM

FOR

PROJECT ASSERT

Catharine P. Warmbrod, Project Director
Robert S. Billings, Evaluation Consultant
(Assistant Professor, Department of
Psychology, Ohio State University)
Hannah R. Eisner, Program Assistant

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

EVALUATION PROGRAM

FOR

PROJECT ASSERT

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
The Ohio State University · 1960 Kenny Road · Columbus, Ohio 43210
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Dear Volunteer:

We are asking you to take a few minutes to complete this questionnaire. As you probably know, Project ASSERT is a pilot project--the first of its kind. One of our goals is to evaluate the usefulness of the project--for you, for the students, and for the school. You can help us to reach that goal by completing this questionnaire. Also, the information you give us may help to change this program and make it better.

Your answers to this survey are confidential. No students or faculty will see your questionnaire. Only the members of our research staff will see how you answered these questions.

Participation is voluntary. If you do not want to answer any of these questions, you certainly do not have to.

Finally, there are no right or wrong answers to this survey. We simply want to find out how you feel about the program.

Thank you for your help.

Project ASSERT Research Staff

Survey for Volunteers

Project ASSERT

The National Center for
Research in Vocational
Education

Instructions

Some of the following questions simply ask you to tell us, in your own words, how you feel about certain things related to Project ASSERT. On these items, say as much or as little as you like--but remember that the more you can tell us, the better we will understand your feelings and your situation.

Other questions ask you to check one of several answers that most closely fits your feelings. For example, one section asks how satisfied you are with various parts of the program. It is set up as follows.

How satisfied are you with . . .	Very Dissatisfied	Dissatisfied	Neither Satisfied or Dissatisfied	Satisfied	Very Satisfied
the chance to do different things				x	
the way my supervisor handles people		x			

In this example, the person filling out these two items is satisfied with the chance to do different things and is dissatisfied with the way the supervisor handles people.

Why did you volunteer for this program?

Please rate each of the following reasons for joining this program as they apply to you.

I joined ASSERT	Applies to me: Very much	Applies to me: Somewhat	Applies to me: A Little	Doesn't apply to me
to avoid being lonely				
to be productive				
to get out of the house				
to stay active in my work				
to help others				
to meet new people				
to be with younger people				
to learn new things				
to have fun				
to use my skills				
to repay others for what I've gotten in life				
to please my family				
to please my friends				
to help in finding a paying job				
to feel respected				
to have something to do				

So far, what parts of the program are you most satisfied with?

What parts of the program are you most dissatisfied with?

Based on your brief contact with the program, how satisfied are you with each of the following?

	Very Dissatisfied	Dissatisfied	Neither Satisfied or Dissatisfied	Satisfied	Very Satisfied
1. Being able to keep busy					
2. The chance to work alone					
3. The chance to do different things					
4. The chance to be "somebody" in the community					
5. The way my supervisor handles people					
6. The ability of my supervisor to make decisions					
7. Being able to do things that don't go against my conscience					
8. The chance to do things for other people					
9. The chance to tell people what to do					
10. The chance to do something that makes use of my abilities					
11. The freedom to use my own judgment					
12. The chance to try my own methods of doing the work					
13. The working conditions					
14. The way my co-workers get along with each other					
15. The praise I get for doing a good job					
16. The feeling of accomplishment I get from the work					

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Dear Faculty Member or Administrator:

Because you supervise or work closely with a volunteer from Project ASSERT, we are asking you to take a few minutes to complete this questionnaire. As you probably know, Project ASSERT is a pilot program--the first of its kind. One of our goals is to evaluate the usefulness of the project--for you, for the volunteer, for the students, and for the school. You can help us to reach that goal by completing this questionnaire. Also, the information you give us may help to change this program and make it better.

Your answers to this survey are confidential. No students or volunteers will see your questionnaire. Only the members of our research staff will see how you answered these questions.

Participation is voluntary. If you do not want to answer any of these questions, you certainly do not have to.

Thank you for your help.

Project ASSERT Research Staff

Survey for Faculty/Supervisors

Project ASSERT

The National Center for Research
in Vocational Education

Please give your title and briefly describe your position. _____

_____

_____

_____

Briefly describe the position for the ASSERT volunteer as it was originally designed. _____

_____

_____

_____

If the volunteer position turned out to be different than originally designed, please describe those differences. _____

_____

_____

_____

Any problem has a number of costs and benefits, some planned and some unplanned. This section asks you if a number of possible benefits were goals of this volunteer position and if those possible benefits actually occurred or not. There is also room for you to describe other goals not included on our list.

Was it intended that the volunteer take over some activities, thereby allowing someone the chance to work on more crucial things? ____yes ____no

If yes, briefly describe this goal. _____

_____

_____

Did this actually occur? ___yes ___no

If yes, briefly describe what occurred. _____

_____

_____

If no (and if this was a goal), describe what could have been done to meet this goal. _____

_____

_____

Was it intended that students learn specific skills from the volunteer? ___yes ___no

If yes, briefly describe this goal. _____

_____

_____

In your judgment, did the students learn specific skills from the volunteer? ___yes ___no

If yes, describe what was learned. _____

_____

_____

If no (and if this was a goal), describe what could have been done to meet this goal. _____

_____

_____

Was it intended that the students learn more about the "real world" from the volunteer? ___yes ___no

If yes, briefly describe this goal. _____

_____

_____

In your judgment, did the students learn about the "real world" from the volunteer? ___yes ___no

If yes, describe what was learned. _____

_____

_____

If no (and if this was a goal), describe what could have been done to meet this goal. _____

_____

_____

Was it intended that the volunteer perform tasks/services that otherwise would not have been provided? ___yes ___no

If yes, briefly describe this goal. _____

_____

_____

In your judgment, were these tasks/services adequately performed? ___yes ___no

If yes, briefly describe what occurred. _____

_____

_____

If no, (and if this was a goal), describe what could have been done to meet this goal. _____

_____

_____

Was it intended that the volunteer aid your program in a way not covered by the preceding questions? ____yes ____no

If yes, briefly describe this goal. _____

_____

_____

In your judgment, were these tasks/services adequately performed? ____yes ____no

If yes, briefly describe what occurred. _____

_____

_____

If no (and if this was a goal), describe what could have been done to meet this goal. _____

_____

_____

Overall, what was the greatest benefit or benefits of having this volunteer?

Any new program has difficulties that must be worked out. Please describe the problems that arouse with ASSERT and describe how they were resolved or, if they were not resolved, how they could be in the future.

Consider how the program itself has been run--that is, how you were introduced to the program, how position descriptions for volunteers were formulated, how volunteers were recruited and selected, and any other aspects of program administration. For any of these aspects of the program with which you are familiar, please give us your evaluation and suggestions for change.

Would you agree to participate in this program again? (check one)

_____definitely yes

_____probably yes

_____maybe, if certain changes were made

_____probably not

_____definitely not

If you checked "maybe", please describe the changes that would have to be made to get you to participate. _____

_____

_____

If you checked "probably not" or "definitely not", please state the reasons. _____

_____

_____

What effect did having this volunteer have on:

The individual attention given to students?

1	2	3	4	5	6	7
Greatly decreased	Decreased	slightly decreased	no effect	slightly increased	Increased	Greatly increased

Please elaborate: _____

_____

_____

The quality of educational programs?

1	2	3	4	5	6	7
Greatly hurt	Hurt	Slightly hurt	No effect	Slightly benefitted	Benefitted	Greatly benefitted

Please elaborate: _____

_____

_____

The difficulty of your job?

1	2	3	4	5	6	7
Made much more difficult	Made more difficult	Made slightly more Difficult	No effect	Made slightly easier	Made easier	Made much easier

Please elaborate: _____

_____

_____

Overall, how satisfied were you with the volunteer you supervised? or worked with?

1	2	3	4	5	6	7
Very dissatisfied	Dissatisfied	Slightly dissatisfied	Neutral	Slightly satisfied	Satisfied	Very satisfied

Overall, how satisfied were you with the ASSERT project (apart from this particular volunteer)?

1	2	3	4	5	6	7
Very dissatisfied	Dissatisfied	Slightly dissatsified	Neutral	Slightly satisfied	Satisfied	Very satisfied

THE NATIONAL CENTER
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Dear Student:

This form is intended to allow students to evaluate and comment on the program which has placed the senior volunteer in the course. With your cooperation in completing this brief questionnaire, we can document the impact of the volunteer and also help improve the program. Your participation is entirely voluntary and your responses are confidential; neither the volunteer nor your instructor will see your answers to these questions.

Project ASSERT Research Staff

Student Evaluation of Project ASSERT
Volunteer Program

The National Center for Research
in Vocational Education

For each statement, circle the response that most closely matches your feelings. SA=strongly agree, A=agree, N=neutral or undecided, D=disagree, SD=strongly disagree.

1. The students learned some specific skills from the volunteer in this course . . . SA A N D SD
2. The volunteer turned out to be more helpful than I expected at first . . . SA A N D SD
3. The volunteer seemed to benefit from the experience . . . SA A N D SD
4. The volunteer made this course a more useful learning experience . . . SA A N D SD
5. The volunteer's relationship with the students was good . . . SA A N D SD
6. The volunteer's relationship with the instructor was good . . . SA A N D SD
7. The volunteer seemed to allow the instructor more time to spend on class preparation or other class activities . . . SA A N D SD
8. The volunteer seemed anxious to help others . . . SA A N D SD
9. The instructor and the volunteer got along well . . . SA A N D SD
10. The volunteer was given enough freedom and autonomy . . . SA A N D SD
11. The volunteer seemed to be comfortable interacting with the students . . . SA A N D SD

12. I would like to see a volunteer in this course in the future . . .

SA A N D SD

13. I would like to have volunteers in my other courses . . .

SA A N D SD

14. The volunteer taught the students about how things are on the job . . . SA A N D SD

15. Having the volunteer allowed the instructor more time to interact with students . . .SA A N D SD

16. The volunteer convinced me that I can learn a lot from "seniors" . . . SA A N D SD

17. The volunteer helped to keep the equipment well organized and maintained (leave blank if this was not part of the volunteer's job) . . . SA A N D SD

18. The instructor did not seem to know what to do with the volunteers . . . SA A N D SD

19. The students respected the volunteer . . .

SA A N D SD

20. The instructor respected the volunteer . . .

SA A N D SD

21. The students were considerate of the volunteer's feelings . . .

SA A N D SD

22. The instructor was considerate of the volunteer's feelings . . .

SA A N D SD

23. The volunteer did not have enough to do . . .

SA A N D SD

24. Overall, the volunteer performed his/her job well . . .

SA A N D SD

25. Overall, I was very satisfied with this volunteer program . . .

SA A N D SD

Overall, what was the greatest benefit associated with having the volunteer in your class? _____

_____

_____

_____

_____

_____

_____

Overall, what was the greatest problem associated with having the volunteer in your class? _____

_____

_____

_____

_____

_____

_____

What suggestions do you have to make this program a better one? _____

_____

_____

_____

_____

_____

_____

Exit Interview Guidelines

The following comments are intended to help guide you in interviewing a volunteer who has left Project ASSERT.

1. The interviewer should be seen as a neutral party. This means that the interviewer should not be someone who is seen as being in authority in the work setting. Further, this means that you should play down your relationship to ASSERT. Identify yourself through your primary affiliation. (National Center for Research in Vocational Education, RSVP, others).

State that you want to find out about the person's perception of the program.

2. This neutral tone should guide your conduct throughout the interview. For example, if criticisms of the project are offered, do not defend the project or try to counter the criticism. On the other hand, do not overly reinforce the criticism, by citing further examples of problems, for instance. Rather, accept the comments as valid feelings on the part of the former volunteer, probe until you understand the person's perceptions and feelings, and move on.

3. A neutral site should be used--the volunteer's home is ideal.

4. The interview should be conducted at least a week after the volunteer leaves, but not more than a month after.

5. A primary goal must be to protect the dignity and self-esteem of the volunteer. For example, don't challenge an explanation--rather accept the explanation, but probe for more information.

6. Begin with non-threatening questions to establish a relationship and get the person talking--even if some of that information is already known.

7. Expect and allow for explanations and attributions which serve to protect the self-image of the person. Accept those explanations (with a nod, a positive word or two, or even a supportive comment), but then gently probe for other reasons or information.

Exit Interview

Name of former volunteer_____

Former position and school_____

_____

Introduce yourself.

State purpose of the interview--to find out how the person saw the project and find out how it could be improved.

General background information:

What did you do before you retired? (Probe when appropriate, to get the individual talking and warmed up.)

Have you been involved in volunteer programs before? ____yes ____no

(If yes) Tell me about your experiences before Project ASSERT.

How did you first hear about Project ASSERT?

Why did you volunteer? (Probe for as many reasons as the person will give--for example, what else did you expect to gain from the experience.)

What, exactly, did you expect to do in the position? (Probe for complete information on what was expected: what activities were expected, who did he/she expect to work with, what impact was expected, what rewards were expected, what negative factors were feared?)

What did the position actually turn out to be like?

What was not as you expected?

What did you like about the program?

What didn't you like about the program?

Why did you leave the program?

(Instructions:

1. Probe on each reason given until you understand that reason completely.
   A. Ask for specific examples.
   B. Ask: "Did you anticipate this problem when you joined?"
   C. Ask: "What, specifically, could have been done to alleviate this problem?"
   D. Ask: "Would you have stayed if this one problem was solved?"
2. After fully understanding each reason, ask if there were further reasons for leaving?)

What specific changes could have been made to make you stay with the program?

Would you ever consider volunteering for ASSERT again? Why or why not?

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Dear Student:

The purpose of this questionnaire is to allow students to evaluate and comment on the program which has placed this senior volunteer in the position indicated.

Volunteer_____

Position_____

With your cooperation in completing this brief questionnaire, we can document the impact of the volunteer and also help improve the program. Your participation is entirely voluntary and your responses are confidential; neither the volunteer nor any faculty or staff of this school will see your answers to these questions.

Project ASSERT Research Staff

Student Evaluation of Project ASSERT
Volunteer Program

The National Center for Research
in Vocational Education

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For each statement, circle the response that most closely matches your feelings. SA=strongly agree, A=agree, N=neutral or undecided, D=disagree, SD=strongly disagree. In the spaces provided after each item, please explain and elaborate on your response.

Quality of Service Provided

The volunteer has been helpful to me. . .

SA A N D SD

In what specific ways have you benefitted? _____

_____

_____

_____

The volunteer does a good job in this position . . .

SA A N D SD

Please elaborate _____

_____

_____

_____

The volunteer is anxious to help . . .

SA A N D SD

Please comment on the volunteer's motivation and attitude _____

_____

_____

_____

The volunteer's knowledge of the "real world" is useful . . .

SA A N D SD

Please explain, give examples _____

_____

_____

_____

The volunteer has provided a service that was not provided before . . .

SA A N D SD

Please explain _____

_____

_____

_____

Characteristics of the Position

This volunteer does not seem to have enough to do . . .

SA A N D SD

Please explain _____

_____

_____

_____

The volunteer seems to have important skills and abilities that are not being used in this position . . .

SA A N D SD

Please explain _____

_____

_____

_____

The volunteer is given enough freedom and antonomy to do the job . . .

SA A N D SD

Please explain _____

_____

_____

_____

The volunteer seems well matched to this position . . .

SA A N D SD

Please explain _____

_____

_____

_____

Relationships with Others

The volunteer's relationship with students is good . . .

SA A N D SD

Please explain _____

_____

_____

_____

The volunteer's relationship with staff/faculty is good . . .

SA A N D SD

Please explain _____

_____

_____

_____

In general, others are considerate of this volunteer's feelings . . .

SA A N D SD

Please explain _____

_____

_____

_____

In general, others respect this volunteer . . .

SA A N D SD

Please explain _____

_____

_____

_____

Other Effects of Program

The volunteer has convinced me that I can learn a lot from "seniors". . .

SA A N D SD

Please elaborate _____

_____

_____

_____

I would like to get involved in this kind of volunteer program when I reach retirement age . . .

SA A N D SD

Please explain _____

_____

_____

_____

The volunteer seems to benefit from working in this position . . .

SA A N D SD

Please explain _____

_____

_____

_____

The Program in the Future

I want to continue to use the services provided by this volunteer . . .

SA A N D SD

Please explain _____

_____

_____

_____

I would like to see this particular volunteer remain in this position in the future . . . SA A N D SD

Please explain _____

_____

_____

_____

I would like to see another volunteer fill this position in the future . . . SA A N D SD

Please explain _____

_____

_____

_____

I would like to see this volunteer in other types of positions in the future . . . SA A N D SD

Please explain; what positions would be better for this volunteer?

_____

_____

_____

I would like to see more volunteers involved in educational programs in general . . . SA A N D SD

Please explain _____

_____

_____

_____

Please offer any additional comments on this volunteer or on the volunteer program in general.